THE COLLEGE OF ARTS AND SCIENCES

CHARLES F. DOLAN SCHOOL OF BUSINESS

SCHOOL OF NURSING

SCHOOL OF ENGINEERING

UNIVERSITY COLLEGE

Fairfield University UNDERGRADUATE PROGRAMS

2003-2004

Information Directory

	Telephone No.	**Ext.**
Fairfield University Switchboard	(203) 254-4000	
Admission, Graduate		
College of Arts and Sciences	(203) 254-4000	4184
Charles F. Dolan School of Business	(203) 254-4070	
Graduate School of Education and Allied Professions	(203) 254-4250	
School of Engineering	(203) 254-4147	
School of Nursing	(203) 254-4150	
Admission, Undergraduate	(203) 254-4000	
Athletic Tickets	(203) 254-4000	4103
Bookstore	(203) 254-4000	4262
Box Office – Regina A. Quick Center for the Arts	(203) 254-4010	
Bursar's Office (student accounts)	(203) 254-4000	4102
Career Planning Center	(203) 254-4000	4081
Computing and Network Services Help Desk	(203) 254-4000	4069
DiMenna-Nyselius Library	(203) 254-4044	
Health Center	(203) 254-4000	2241
Housing	(203) 254-4215	
Information Desk – John A. Barone Campus Center	(203) 254-4222	
Leslie C. Quick Jr. Recreation Complex	(203) 254-4140	
Registrar's Office (registration, transcripts)	(203) 254-4000	4288
Security (campus safety, parking)	(203) 254-4090	
Study Abroad Office	(203) 254-4000	2041

Applications and Information

Office of Admission
Fairfield University
1073 North Benson Road
Fairfield, CT 06824-5195
Telephone: (203) 254-4000
Facsimile: (203) 254-4101
E-mail: Admis@mail.fairfield.edu
Website: www.fairfield.edu

The Fairfield University Undergraduate Programs catalog is printed annually. However, updates to programs, policies, and courses may be made after the catalog has been published. Please contact one of the deans' offices or refer to the University's website, www.fairfield.edu , for current information.

FAIRFIELD UNIVERSITY UNDERGRADUATE CATALOG

2003-2004

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2003-04 ACADEMIC CALENDAR

Fall 2003

Aug. 29	Deadline for undergraduate readmission application for fall
Aug. 29 – Aug 30	Orientation for international students
Aug. 31	Residence halls open at 9 a.m. for freshman arrival
Aug. 31 – Sept. 2	Freshman Welcome Class of 2007 Transfer orientation for new undergraduate students
Aug 31	Residence halls open at 9 a.m. for first-year residential students
Sept. 1	Residence halls open at 10 a.m. for all other residential students Labor Day – no classes
Sept. 2	Dining hall opens at 4 p.m. Academic Convocation
Sept. 3	Classes begin
Sept. 3 – Sept. 9	Drop/add for undergraduate students
Oct. 13	Columbus Day – University holiday (except graduate engineering and graduate business students)
Oct. 17	Degree cards due for January graduation Deadline for freshman deficiencies Deadline for summer 2003 and spring 2003 make-up of incompletes (except GSEAP) Deadline for spring 2004 study abroad applications
Oct. 24	Last day for course undergraduate and University College withdrawal (except ASAP II courses)
Nov. 3 – Nov. 21	Undergraduate advising and registration for spring 2004
Nov. 10	Deadline for undergraduate educational leave applications for spring 2004
Nov. 26 – Nov. 30	Thanksgiving recess Dining hall closes at 2 p.m. on Nov. 25; reopens at 4 p.m. on Nov. 30 Residence halls close at 6 p.m. on Nov. 25 (undergraduates with Nov. 25 evening classes may remain until 10 p.m.); reopen at noon on Nov. 30
Dec. 1	Classes resume
Dec. 9	Last day of undergraduate classes
Dec. 10, Dec. 14	Reading days
Dec. 11 – Dec. 19	Final examinations for undergraduate students (except reading days)
Dec. 18	Last day of classes for graduate students and University College
Dec. 19	Residence halls close at 6 p.m. Dining hall closes at 2 p.m.

Winter 2004 Intersession

Jan. 8 – Jan. 14	University College classes
Jan. 8 – Jan. 17	Graduate business classes

Spring 2004

Jan. 9	Deadline for undergraduate day readmission for spring 2003
Jan. 18	Residence halls open at 10 a.m.
Jan. 19	Martin Luther King Jr. Day – University holiday New undergraduate student and international student orientation Dining hall opens at 4 p.m.
Jan. 20	Classes begin – all schools
Jan. 20 – Jan. 26	Drop/add period for undergraduate students
Feb. 16	President's Day – University holiday (except School of Engineering evening students and graduate business students)
Feb. 20	Degree cards due for May graduation
March 3	Deadline for fall 2003 make-up of incompletes (except GSEAP)
March 12	Residence halls close at 6 p.m. for spring recess Dining hall closes at 2 p.m. Deadline for freshman deficiencies Deadline for fall 2004 study abroad applications
March 15 – March 19	Spring recess Spring intersession classes – University College
March 21	Residence halls reopen at noon Dining hall reopens at 4 p.m.
March 22	Classes resume – all schools Last day for undergraduate and University College course withdrawal (except ASAP II courses)
April 5 – April 22	Undergraduate advising and registration for fall 2004 registration
April 8	Dining hall closes at 7 p.m.
April 9 – April 11	Easter recess – all students except undergraduate day students
April 9 – April 12	Easter recess for undergraduate day students
April 12	Classes resume for all students except undergraduate day students
April 13	Classes resume for undergraduate day students
April 30	Deadline for undergraduate educational leave applications for fall 2004
May 3	Last day of classes for undergraduates
May 4, May 9, May 12	Reading days – undergraduate students
May 5 – May 14	Final examinations for undergraduate day students (except reading days)
May 10	Last day of classes for graduate students and University College
May 14	Residence halls close at 6 p.m. Dining hall closes at 2 p.m.
May 23	54th Commencement – 10 a.m.
May 24	Townhouses close at noon

Summer 2004

May 24 – Aug 5	Engineering summer session
May 24 – Aug 26	Graduate business summer session
May 26 – June 2	University College pre-session
May 31	Memorial Day holiday
June 7 – July 2	University College session one
July 6 – July 30	University College July session two
July 6	Degree cards due for Aug. 15 graduation
Aug. 4 – Aug. 10	University College one week post-session

Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines – their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Fairfield University

A comprehensive liberal arts university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by sound academics, collegiality among faculty and students, and a beautiful 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students and more than 1,000 graduate students, as well as non-traditional students enrolled in University College.

The University offers 32 majors in six different schools: College of Arts and Sciences, Charles F. Dolan School of Business, Graduate School of Education and Allied Professions, School of Engineering, School of Nursing, and University College.

Fairfield students benefit from the resources and reputation of a school consistently ranked among the top regional universities in the North by *U.S. News & World Report*. In the past decade, more than two dozen Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society. Undergraduate students represent 37 states and more than 40 countries.

Students have personal contact with professors, nearly all of whom hold doctorates in their fields; access to first-rate facilities and technology; and may participate in Division I athletics, intramural teams, performance troupes, cultural programs at the Regina A. Quick Center for the Arts, and more than 80 clubs and organizations. In addition, Fairfield students volunteer weekly in the community and many engage in two-week mission programs at home and abroad.

Fairfield is located one hour north of New York City, at the center of an academic corridor populated by colleges and universities, cultural and recreational resources, and leading corporate employers. As a relatively youthful institution – the third youngest of the 28 Jesuit universities in the United States – Fairfield is well-positioned to meet the needs of modern students. Its recently renovated and expanded facilities include the DiMenna-Nyselius Library, the Rudolph F. Bannow Science Center, and the John A. Barone Campus Center.

The best way to get to know Fairfield University – its academic programs, exceptional faculty, well-equipped and attractive campus, and its admission and financial aid programs – is to visit the campus. A personal interview is also strongly recommended.

STUDENT RESOURCES AND SERVICES

In the spirit of its Jesuit founders, Fairfield University offers a myriad of resources and services designed to foster the intellectual, spiritual, and personal development of its students. To access those services, students are required to obtain a **StagCard**. The StagCard is the University's official student identification card. It's used to access residence halls, computer labs, and other campus buildings; use vending machines and laundry services; eat in the dining hall; and gain admission to activities and events. The StagCard office is located in Gonzaga Hall, Room 10. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m.

Academic Resources

Academic Advisor. Students who have a declared major are assigned a faculty advisor in that academic discipline. Undeclared students are assigned a faculty advisor; however, when these students declare a major, they will be reassigned to an advisor in the academic discipline chosen. Advisors are available to meet regularly with students, monitor progress, advise students at registration time, and discuss courses and programs of study.

Dean of Freshmen. The Office of the Dean of Freshmen is available to all first-year students from June of the summer prior to entrance into Fairfield University through the conclusion of the second semester at Fairfield. The Office of the Dean of Freshmen handles the pre-registration for courses that takes place prior to June Orientation, as well as the academic component of June Orientation. Through the Dean's Office, academic advisors are assigned to students, questions about curriculum and courses are answered, and schedule changes are made.

In addition, the Dean's Office provides special services for first-year students that include topics such as the following: 1) ways to maximize the college experience; 2) improvement of study skills and time management skills; and 3) strategies to improve test taking and reading comprehension.

The Office of the Dean of Freshmen is a central location for obtaining answers to academic and curriculum questions and referrals to other resources that are available to students on campus.

Academic Support Programs

- **Tutoring**. The Office of Student Support Services, located in the lower level of Gonzaga Hall, recruits students who are proficient in their major concentration and/or other subjects and trains them to function as peer tutors. Students may receive up to two hours of individual or group tutoring per course per week free of charge through the peer tutoring program. Additional tutoring services are available through the University's individual schools in select subject areas. For more information, contact Student Support Services, the dean's office of your school, or the office of the Dean of Freshmen.
- **Academic Skills Development**. Administered by the Office of Student Support Services, students in this program take an inventory to assess areas that need improvement. Those areas are then addressed in meetings and workshops. The Office of Student Support Services is located in the lower level of Gonzaga Hall.
- **The Writing Center**. The Writing Center provides individualized advice and assistance to all students for any writing project. English department faculty members consult with students and provide free workshops. The Center helps students with course papers; case, field, and lab studies; creative writing; professional and graduate school essays; résumés; and any other writing students may pursue. Appointments are available days and evenings when classes are in session. The Writing Center is located in Donnarumma Hall.

The Charles E. Culpeper Language Resource Center. Located in Canisius Hall, the Charles E. Culpeper Language Resource Center supports the multimedia language/culture needs of students, especially those studying modern languages and literatures. The 25-station facility offers Macintosh and Windows-based computers and a variety of international television programs, films, and multimedia and audiovisual equipment. Resource Center staff are available to assist with interactive multilingual word processors, e-mail programs, tutoring software, cultural simulations, foreign language adventure games, and browsers.

The DiMenna-Nyselius Library. The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources.

Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms or study areas, or convene for conversation in the 24-hour cybercafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 318,000 bound volumes, 1,800 journals and newspapers, 12,000 audiovisual items, and the equivalent of 101,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. The catalog may also be accessed from any desktop on or off campus at http://library2.fairfield.edu. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 100 databases, submit interlibrary loan forms electronically or contact a reference librarian around the clock via e-mail or "live" chat.

First-Year Experience. Incoming first-year students become acquainted with the University through the First-Year Experience program, which provides weekly small-group meetings with specially trained upperclassmen facilitators and a faculty/staff resource person. A speaker series coincides with weekly discussion topics which may include the reality of living on a college campus; essential dimensions of academic success; service as an integral component of a Jesuit education; and development of a healthy lifestyle. First-year students also participate in a community service project with their group.

International Students. International students are served through the Office of Student Support Services, located in the lower level of Gonzaga Hall. This department sponsors a specialized orientation program for international students and provides assistance with legal forms and other documentation.

Students With Disabilities. Fairfield University is committed to providing qualified students with disabilities with an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the assistant director of student support services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: David Ryan-Soderlund, Assistant Director of Student Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Counseling and Health Services

Counseling Services. The professional staff of Counseling Services offers a myriad of mental health services to undergraduate students. In addition to providing short-term individual psychotherapy to deal with personal, psychological, and/or academic stressors, the department also provides group counseling, 24-hour emergency crisis management, mental health screenings, consultation to faculty and staff, referral coordination, and psycho-educational programming from its Dolan Hall offices. A psychiatrist is regularly on campus to evaluate and treat students. Fairfield University enjoys an affiliation with Renfrew Eating Disorders Treatment Program for students struggling with eating disorders. Services are confidential.

The Health Center. The Student Health Center located in Dolan Hall is staffed by a nurse practitioner available daily, medical doctors and specialists available on a part-time basis, and registered nurses available around the clock. In addition, students can readily be referred to specialists in all fields of medicine, or in cases of serious illness, admitted to Bridgeport Hospital or St. Vincent's Medical Center in Bridgeport, just minutes from campus. The Student Health Center is open 24 hours a day, seven days a week when classes are in session. Students are required to provide proof of medical insurance. A health and accident policy is available on a fee basis for students who need additional insurance. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

Athletics and Recreation

Varsity Athletics and Club Sports. Through the Department of Athletics, students can participate in varsity sports. Fairfield competes in the National Collegiate Athletic Association Division I and is a charter member of the Metro Atlantic Athletic Conference. The University currently offers varsity sports for men and women in basketball, cross-country, golf, lacrosse, soccer, swimming and diving, and tennis, as well as men's baseball, women's crew, women's field hockey, and women's volleyball. Student athletes in these sports are recruited by Fairfield, however, a limited number of walk-on opportunities exist. Interested students should see the coach of the applicable sport for more information.

The men's and women's basketball teams play at Bridgeport's Arena at Harbor Yard, considered one of the top facilities in collegiate basketball. Discounted tickets for Fairfield Stags games are available to students. For tickets or other information, call the athletic box office or visit www.fairfieldstags.com. In addition, competitions in soccer, lacrosse, and other sports are held on campus and are free of charge to students.

The Thomas A. Walsh Athletic Center caters to the academic and athletic needs of student athletes. A high-tech study center provides individual and group study areas, computer terminals with Internet access, a complete reference library, and academic counseling. The building also houses a practice gymnasium for volleyball, men's and women's basketball, softball, and baseball; a 4,700-square-foot weight training center; locker rooms; and a suite of administrative and coaching offices for the athletic department.

The department also sponsors a club Spirit Group that includes cheerleading, dance team, and pep band.

Intramural Sports, Recreation, and Fitness. The Department of Recreation oversees Fairfield's club sports, organizes student intramural activities, and sponsors fitness and activity classes. Club sports, which are organized and operated by students in conjunction with the department, allow student teams to compete against clubs from other colleges and universities. These competitive sports are open to the student body and currently include cheerleading, men's crew, equestrian, karate, men's and women's rugby, skiing, track, and men's volleyball.

Intramural sports programs, which are open to all students, include: basketball, flag football, floor hockey, indoor soccer, outdoor soccer, outdoor and indoor volleyball, softball, and three-point contests. Fitness and activity classes, also open to all students, may include yoga, aerobics, ti-chi-bo, lifeguard training, and CPR certification. Fees may apply for participation in intramural sports or fitness classes.

The Department of Recreation also oversees the **Leslie C. Quick Jr. Recreation Complex** and several outdoor recreation facilities. The Quick RecPlex features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres and a weight room. The Quick RecPlex is open to any undergraduate student who presents a current StagCard.

Cultural, Governmental, and Social Opportunities

The Barone Campus Center. The John A. Barone Campus Center is the social focal point of University activities. Extensively renovated in 2001, it offers students a place to relax, socialize, or study during the day. Students can sip cappuccino at Jazzman's Café, shop at the University bookstore, watch deejays for the campus radio station, WVOF-FM 88.5, at work in their new glass-enclosed studio, check their mail, or grab meals at one of two dining facilities. The Campus Center also offers ATM services, a game room, lounge space for commuter students, and meeting and planning space for clubs and organizations. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the campus center at (203) 254-4222 between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

Center for Multicultural Relations. Fairfield honors and respects people of all beliefs, traditions, cultures, and races. Faculty, students, and administrators gather at The Center for Multicultural Relations to explore opportunities for dialogue and crosscultural exchange. Conversation comes easily at the Center because differences are welcomed and respected, and individuality is honored. The Center's activities and organizations are open to all students.

Clubs and Organizations. Fairfield offers a wide range of interest-based clubs and organizations. Students who don't spot an organization that reflects their interest may gain approval to start a group under guidelines established by the Office of Student Activities. All clubs and organizations are members of the Council of Student Organizations. Depending on their size and scope, student clubs and organizations may receive funding directly from student fees, academic or administrative departments, or from COSO itself.

Cultural Events. **The Regina A. Quick Center for the Arts** serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, and outreach events for young audiences. The center is comprised of the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to students at a discounted price. For a calendar of events, visit www.quickcenter.com. The PepsiCo Theatre, is home base for Theatre Fairfield, the University's performing arts club, and provides another venue for theatre and dance in an intimate setting. In addition, various departments schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free of charge.

The Levee. The Levee, completed in 1995, is a one-story social gathering place for up to 150 patrons. While primarily a pub, The Levee hosts entertainment, including bands and comedians.

Student Government. All full-time undergraduate students are considered members of the Fairfield University Student Association, which represents the student viewpoint on campus, sponsors events, rules on infractions of University policies, and provides entertainment for the academic year. The **FUSA** offices are located in the Barone Campus Center and are open daily. Those who become active in the organization have a chance to test their leadership abilities and to take part in decisions that affect the University as a whole. In addition, each of the various living communities – residence halls, apartments, townhouses, off-campus housing and commuters – are represented by smaller associations that plan programs and activities, and lends support to FUSA.

FUSA has three branches: the Cabinet, the Legislature, and the Student Court. The Cabinet includes the president, who is elected each March in a campuswide popular election. The president serves as the spokesperson for the undergraduate body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The president also has ultimate responsibility for the FUSA budget, overseeing its allocation and administration. An elected vice-president of activities works with the president to determine which activities will most interest and benefit the student body.

The Student Court consists of a chief justice and eight associate justices. It serves as the final arbitrator of all constitutional and legal disputes arising from the activities of the student association. It also serves as a hearing body for minor infractions of policies outlined in the *Student Handbook*, as determined by the Office of the Dean of Students and the Director of Judicial Affairs. Finally, the justices act as student representatives on the Judicial Board and Traffic Appeals Board. They are selected through an application and screening process conducted by the FUSA president, who then appoints the justices with confirmation by the Legislature. Justices serve until their graduation, resignation, or removal from the Court.

The Legislature or Student Senate, is comprised of 40 elected representatives from the student body (10 per class year). The Senate establishes committees to deal with particular issues and reviews and approves the president's budget recommendations. It also initiates and passes legislation. Records of these proceedings are kept on file in the FUSA offices and the Office of Student Activities.

Campus Life

Residence Halls, Townhouses, and Apartments. Residential life is an integral part of the college experience at Fairfield, providing students the opportunity to develop new interests, become a leader or team player, make decisions and take responsibility for them, and learn to get along with new people.

Incoming students live in freshmen-only residence halls where programming and activities are geared toward the needs of first-year students. Students share a common bathroom on the corridor, and all buildings are coed, with men and women living on alternate floors or in alternate wings. Sophomores may remain in a traditionally styled residence hall or opt for a suite-style setup, where two bedrooms share an adjoining bathroom. Juniors and seniors apply for the opportunity to live more independently, in the on-campus townhouses or apartments, or off campus in houses rented through landlords.

Residence halls have social and study lounges available. In addition to standard furniture, rooms are equipped with a ready-to-use phone system, including voice-mail, computer network data ports, cable television hook-up, and a combination refrigerator/microwave unit. Laundry facilities are available as well, and most halls have a common kitchen facility. The apartments and townhouses have kitchens, phone service, cable television, and computer network data ports.

Resident assistants, commonly referred to as RAs, provide educational and social programming and supervise behavior in the residence halls. Jesuits living in various residence halls are a resource for students in need of spiritual or informal guidance.

Parking. Vehicles must display a valid registration decal and be parked properly in designated areas. Freshman resident students are not permitted to have vehicles on campus. Parking fees are $60 yearly or $10 per week. Free day passes are issued on a limited basis.

To register a vehicle, students take their current StagCard or a registration receipt and the vehicle's registration to the Security Department. A pamphlet explaining traffic and parking regulations is available there. Unauthorized vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed, at the owner's expense. Vehicles of disabled persons must display an official campus or state handicapped permit.

Through an agreement with the town of Fairfield, no member of the University community may park on the neighborhood streets adjacent to the campus.

Security. The Security Department is responsible for the safety of people and property on campus. Officers conduct around-the-clock patrols by bicycle, foot, and vehicle, and investigate and report violations of state, federal, and University regulations. Security officers also oversee the flow of traffic on campus and enforce parking regulations. In addition, officers are trained to provide emergency first aid and are considered supplemental first responders for the town of Fairfield. Violations of University regulations that require immediate attention should be reported to the security office, which is located on the ground floor of Loyola Hall, Room 2. The office is open 24 hours a day, yearlong. Fairfield complies with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act. A summary of crime statistics, as well as the department's policies and procedures may be obtained by contacting the security department.

Student Rules and Regulations; Discipline. The Student Handbook delineates the University's rules and regulations governing student behavior, including the student code-of-conduct and adjudication process, as well as the residence life and housing policies and procedures. The handbook is now available as an interactive CD-ROM, distributed to all full-time undergraduate students, and contains additional information about Computing and Network Services, the University's history, student resources, and other pertinent student information. An online version is available through the University's website, www.fairfield.edu. The handbook is published by the Office of the Dean of Students with support from the Office of Judicial Affairs and the Department of Residence Life and Housing. Students with questions or those who need interpretation of policies outlined in the handbook should contact the dean of students, associate dean of students for residence life and housing, or the director of judicial affairs.

The dean of students and the vice president for student services have general care for student welfare and student discipline. The administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus. The University has an official adjudication process that sets guidelines for the reporting of incidents, hearings, and appeals. Any student involved in disciplinary action has the right to be heard in his or her own defense.

The dean of students, or his or her designee, may separate a student from the University for reasons of health or safety when that student's continued attendance poses a significant risk to the student or others, and when the dean has reason to believe that such action is in the best interest of the student or others at the University. In such cases, the University's adjudication process may be waived.

Besides the offenses mentioned in the Student Handbook, behavior that leads to criminal or civil action renders a student liable to University disciplinary action up to and including expulsion.

Career Planning

The Career Planning Center, located in Dolan Hall, helps students identify and achieve career goals. The center offers job listings, counseling services, specific data on the current job market, and workshops on topics such as resume writing or interviewing techniques. The center also keeps abreast of needs in all fields of employment and either arranges interviews for seniors or notifies qualified students of job openings. A job fair, held in February, attracts 100 employers and 600 students each year.

The Center works collaboratively with the schools and colleges of the University to provide internship opportunities for undergraduate students. Internships completed for academic credit must be approved by the major department or school. Some internships may carry a stipend. The University distinguishes between part-time jobs and internships, not on the basis of compensation, but on the basis of the work and/or professional mentoring involved. Internships should support a student's academic course of study or professional development and training.

While the Center primarily serves undergraduate seniors, its services are open to all students and graduates of Fairfield. Undergraduates are encouraged to familiarize themselves with and use the Center's services prior to senior year, and graduates are always welcomed back.

Computing Services

High-speed fiber-optic cable, with transmission capabilities of 100 megabits per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Nineteen computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure website where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campuswide announcements.

Computing and Network Services, located on the second floor of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. Office hours are 8:30 a.m. to 4:30 p.m. The SCT Help Desk, located on the second floor of Dolan Commons, assists with questions related to StagWeb.

Religious Life

Mass is held daily in the Egan Chapel of St. Ignatius Loyola during the lunch hour, on some weeknights, and twice on Sundays. Students can also be referred to services at other local churches and synagogues. The Pedro Arrupe, S.J., Campus Ministry Center, located on the lower level of the Chapel, provides meeting and work spaces for an active Campus Ministry. The Campus Ministry team nourishes a faith community on campus, taking seriously its unique role in expressing the University's Catholic and Jesuit identity. The team, comprised of pastoral ministers, laypeople, and a council of 18 student leaders, provides counseling and spiritual direction, fosters prayer life, conducts liturgies and retreats, trains students as lectors and Eucharistic ministers, and coordinates interfaith and ecumenical events. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.

Accreditations

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional accreditations include:

AACSB International – The Association to Advance Collegiate Schools of Business
  Charles F. Dolan School of Business
Accreditation Board for Engineering and Technology
  Electrical Engineering program
  Mechanical Engineering program
American Chemical Society
  B.S. in Chemistry
Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT)
  Marriage and Family Therapy program
Connecticut State Department of Higher Education
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
  Counselor Education programs
Commission on Collegiate Nursing Education
  Undergraduate Nursing programs
  Graduate Nursing programs
National League for Nursing Accrediting Commission
  School of Nursing

Program approvals include:

Connecticut State Department of Higher Education
  Elementary and Secondary Teacher certification programs
  Graduate programs leading to certification in specialized areas of education
  School of Nursing programs
Connecticut State Board of Examiners for Nursing
  Undergraduate Nursing programs
  Graduate Nursing programs

The University holds memberships in:

AACSB International – The Association to Advance Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Council for Higher Education
American Council on Education
ASEE – American Society for Engineering Education
Association of Catholic Colleges and Universities
Association of Jesuit Colleges and Universities
Connecticut Association of Colleges and Universities for Teacher Education
Connecticut Conference of Independent Colleges
Connecticut Council for Higher Education
National Association of Independent Colleges and Universities
National Catholic Educational Association
National League for Nursing
New England Business and Economic Association

Compliance Statements and Notifications

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Security Department's policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Security Department office in Loyola Hall, Room 2 or by calling the department at (203) 254-4090. The Security Department is open 24 hours per day yearlong. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time.

Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Notification of Rights Under FERPA

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

The rights afforded to students with respect to their education records under FERPA are:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Title II Report

The Title II Higher Education Reauthorization Act Report is available online at www.fairfield.edu/academic/gradedu/acadinfo.htm.

The Curricula

THE CURRICULA

Introduction

The various curricula at Fairfield University are arranged into five general categories. The first three categories – core curriculum, electives, and majors – represent coursework that all students are required to complete. The remaining categories – second majors and minors – designate optional coursework. In addition, special features such as an honors program, interdisciplinary learning communities or clusters, independent studies, and internships are available to students.

Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. For students who desire a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is important; for other students, first-year and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, languages, and visual and performing arts.

Students fulfill the curriculum requirements that are in place at the time the student matriculates. Once new changes are in effect, students have the option of remaining with the requirements in effect at the time of their matriculation.

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses

Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a core curriculum that all undergraduates must take to acquire a broad background in all academic areas. During their years at Fairfield, students, regardless of major or field of specialization, take from two to five courses in each of five areas.

Within the framework of these five areas, students have a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies and for life as a well-educated human being.

Options within the Core Curriculum

Area I: Mathematics and Natural Sciences

- Two semesters of mathematics. At least one semester must include a course containing some calculus (MA 19, MA 121, MA 125, or MA 171). A sophomore or upper-division course may be used with approval of the department.
- Two semesters of a natural science. Any two courses in any of the natural sciences, as well as PY 261, fulfill this requirement.

  Note: Psychology majors cannot use PY 261 to fulfill this core science requirement. Business majors cannot use PS 70 to meet this requirement.

Area II: History, and the Social and Behavioral Sciences

- Two semesters of history. HI 30 plus one intermediate-level course. CL 115-116 (Greek and Roman Civilization) may be used to fulfill this requirement.
- Two semesters of economics, politics, psychology, or sociology/anthropology. Both courses may be in the same department or they may be in two different departments.

  Note: Students majoring in social/behavioral science may not use courses in their major to fulfill this core requirement. (However, a student who double-majors in two of these areas automatically satisfies this core requirement.)

Area III: Philosophy, Religious Studies, and Applied Ethics

- Two semesters of philosophy. PH 10 is required followed by a 100-level course.
- Two semesters of religious studies. RS 10 is required.
- One additional course in philosophy, religious studies, or applied ethics.

Area IV: English and Visual and Performing Arts

- Three semesters of English. EN 11 and EN 12 are required. The third course may be selected from any English literature offering that has a number designation of 200 or greater. Writing courses (EN/W) do not fulfill the core literature requirement. Selected courses offering literature in translation may also fulfill this requirement - see listings under classical studies as well as modern languages and literatures.
- Two semesters of visual and performing arts. One semester must be in the area of art history; music history; theatre history; new media film, radio, television history. The other semester may be selected from any of the three-credit course offerings in art history, music, new media, studio art, and theatre, except for those courses listed as fine arts (FA).

Area V: Modern and Classical Languages

Two semesters (at least at the intermediate level) of any language listed among the offerings of the Department of Modern Languages and Literatures or the Classical Studies Program.

Notes

- Most core courses are taken within the first two years at Fairfield University. However, precisely when students should take various core courses depends, in part, upon their major. The faculty advisor will assist students in selecting a schedule that meets all core requirements. Normally, English (EN 11 and EN 12), mathematics, and foreign languages are included in the student's first-year schedule.
- Students may elect to complete some of their core requirements by enrolling in interdisciplinary learning communities or core course clusters described on page 24.
- Students with majors in the Charles F. Dolan School of Business are required to take specific courses as part of their core curriculum. See the Dolan School of Business core section for such course details.
- School of Nursing students take specific courses as part of their core curriculum and are required to complete either the visual and performing arts or the modern language requirement.

Electives

All students in B.A. and B.S. programs must have a minimum number of free electives. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any department or school. These electives may, of course, be part of a student's minor or second major. Students must check with their advisors for minimum numbers.

Major

The major is central to a student's program of study at Fairfield University. It represents an area of specialization consisting of a cluster of related courses drawn from a single department, more than one department, or an interdisciplinary program. Normally, a student must pursue a minimum of 30 credit hours of coursework to complete a major.

The course requirements for each major offered by the College of Arts and Sciences are set forth within each departmental section of this catalog; information on individually designed majors is also in this section. Likewise, the requirements for majors within the Charles F. Dolan School of Business, the School of Nursing, and the School of Engineering are found in those sections of this catalog. In all cases, the selection of courses for a particular major must be done in consultation with a faculty advisor from one's major department or school. In each college or school, the proper work of the major is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year.

Majors are to be selected at the end of the freshman year or during the sophomore year. Students declare majors by going to the office of the dean of the appropriate college or school. When a major is declared, the student is assigned a faculty advisor from the major area.

To change from one major to another in one's school requires completion of a Change of Major form. The Change of Major form can be obtained from the office of the dean of the student's current school. The form must be signed by the chairperson/coordinator of the major in which the student is currently enrolled, the chairperson/coordinator of the major that the student desires, and the dean of the school. The form is then forwarded to the University Registrar.

Diversity Requirements

U.S. Diversity

In order to help students develop a critical consciousness of self and society, all undergraduates are required to select one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections between race, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity – including religion, sexual orientation, and ethnicity – may also be considered. Approved courses will be designated by a special symbol in each semester's course schedule booklet. This requirement will not add credit hours or an extra course to a student's degree program; students will be able to select a designated diversity course from among core requirement courses, major courses, or electives.

A list of courses that currently satisfy the U.S. Diversity requirement follows. Please note that new courses are added each year.

AE 265	Ethics in Education
AH 165	The Black Experience: African-American Art and Criticism in the 20th-Century
BI 393-BI 394	MUSE Internship
BL 101	Introduction to Black Studies
BU 320	Employment Law and Discrimination in the Workplace
BU 325	Law, Women, and Work
CO 236	Women and Mass Media
CO 340	Intercultural Communications
EC 114	The Economics of Race, Class, and Gender in the American Workplace
EC 265	Distribution of Income and Poverty in the United States
EN 11	Composition and Prose Literature (designated sections only)
EN 12	Introduction to Literature and Writing the Research Paper (designated sections only)
EN 249	Literacy and Language
EN 253	African-American Literary Voices
EN 284	Writers of the Asian Diaspora
EN 339	African-American Literature and Culture
EN 344	African-American Fiction, 1940 to Present
EN 348	Contemporary Women Writers of Color
EN 349	Introduction to Cultural Studies
EN 371	African American Women's Writing
EN 386	Native-American Literature
HI 232	Jefferson's America
HI 239	20th-Century United States
HI 240	The Personal is Political: Women's Activism in the 1960s
HI 241/ VPA 241	Examining the Sixties: History, Art and Legacy
HI 245	Feminism in America
HI 246	Excellent Women, Deviant Women: The Female Experience
HI 258	Working People in 19th-Century United States
HI 259	Working People in 20th-Century United States
HI 260	American Indian History
HI 262	African-American History, 1619 to 1865
HI 263	Inventing Themselves: African-American Women in U.S. History
HI 264	African-American History, 1865 to Present
HI 342	Immigration, Ethnicity, and Race in U.S. History
HR 200	Challenges to the Western Tradition
IT 393	Italian-American Experience
MG 320	Diversity Issues in Management/ Diversity Issues in the Workplace
MU 101	The History of Jazz
MU 112	The Music of Black Americans
NS 112	Healthcare Delivery Systems
NS 262	Health in Rural Appalachia
PJ 125	Homelessness: Causes and Consequences
PO 119	Introduction to Feminist Thought
PO 152	Weapons of the Weak
PO 153	The Politics of Race, Culture, and Identity
PO 165	Political Parties, Interest Groups, and Public Opinion
PO 220	Seminar in Feminist Theory
PY 291	Cognition, Race, Culture, and Identity
RS 151/ SO 241	Sociology of Religion
RS 235	Liberation Theology
RS 237	Christian Feminist Theology
SO 161	American Class Structure
SO 162	Race, Gender, and Ethnic Relations
SO 167	Contemporary Media: Race and Gender
SO 169	Women: Work and Sport
SP 287	United States-Latino/a Literature
TA 120/ EN 264	American Drama

World Diversity

In addition to the U.S. diversity course, a world diversity course is required of all undergraduates. This course focuses on a non-Western culture or society, exclusive of Europe and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or social traditions. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures can meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy it. Moreover, such a course will not emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this proposed mission statement.

A list of courses that currently satisfy the world diversity requirement follows. Please note that new courses are added each year.

AE 275	Global Environmental Issues
AE 289	Global Health Care Policy
AH 12	Introduction to the Art History of Asia, Africa, and the Americas
AH 100	Arts of India, China, and Japan
AY 111	Cultural Anthropology
AY 130	Societies and Cultures of Africa and Latin America
AY 140	Marriage in Cross-Cultural Perspective
AY 150	Societies and Cultures of Asia and the Pacific
AY 199	Societies and Cultures of East Asia
BU 300	Business Strategy in the Global Environment
EC 120	Environmental Economics
EC 235	Economic Development of Third World Nations
EN 263	Introduction to Contemporary World Literature
EN 288	Sub-Saharan African Literature
HI 275	Russia's Road to Revolution, 1689 to 1917
HI 276	St. Petersburg in Russian History
HI 277	Mexico: Cortés to NAFTA
HI 280	The West and the Middle East
HI 281	Portrait of the Arabs
HI 282	Social and Cultural History of China and Japan
HI 283	China, Japan, and the West, 1600 to Present
HI 284	20th-Century Russia
HI 285	Modern China: 1800-Present
HI 286	The Rise of Modern Japan: 1800-Present
HI 287	A Green History of Latin America
HI 288	Colonial Latin America, 1492 to 1800
HI 289	Latin America in Revolution, 1800 to Present
HI 291	Africans in the Americas, 1500-1800
HI 363	China in Revolution
HI 366	Gender, Culture, and Representation: Women in China and Japan, 1600-Present
HI 367	East Asia in 20th-Century American Wars
HI 370	The Jews of the Middle East and North Africa
HI 376	The Spanish Caribbean: Cuba, Santo Domingo, and Puerto Rico from Columbus to Castro
IL 10	Introduction to International Studies: Geography and Demography
MG 385	Managing People for Global Business
MU 122	World Music History and Ensemble
PH 233	Introduction to Oriental Philosophy
PO 12	Introduction to Comparative Politics
PO 141	African Politics
PO 142	Latin American Politics
PO 143	Caribbean Politics
PO 144	Middle Eastern Politics
PO 145	The Major Powers of Asia
PO 149	Third World Politics
PO 246	Seminar on China
PO 249	Seminar on Russia
PO 346	Seminar on Vietnam
RS 10	Introduction to Religious Studies: Asian Religions
RS 287	Hinduism
RS 288	Buddhism
RS 290	Religions of China
RS 291	Religions of Japan
RS 292	North Pacific Tribal Religion
RS 389	Seminar on Tibetan Religions
SO 184	Population: Birth, Death, and Migration
SO 191	Social Change in Developing Nations
SP 253	Spanish American Civilization
SP 271	Hispanic Film
SP 371	Images of Latin American Indians
TA 122	Introduction to Asian Theatre

Second Major (Double Major)

A student has the option of pursuing a second major at Fairfield University. The courses that constitute a second major must meet the stated requirements for a major program and must be approved by the department or interdisciplinary program in which the second major is located. Students declare second majors by completing a Double Major form that is available in the dean's office of their school. A double major does NOT constitute a double degree.

Minor

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the core requirement. In addition to department-based minors, many interdisciplinary minors are also available at Fairfield: American studies; applied ethics; Asian studies; Black studies; classical studies; communication; environmental science; environmental studies; international studies; Irish studies; Italian studies; Latin American and Caribbean studies; peace and justice; Russian and East European studies; and women's studies. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

Because the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, students must fill out the appropriate form, have it approved by their school or department and placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

Clusters: Interdisciplinary Learning Communities Across the Core Curriculum

In 1995 Fairfield University launched a major initiative designed to build interdisciplinary linkages between core courses selected from the natural sciences, social sciences, and humanities/visual and performing arts. The connections are made through the creation of interdisciplinary learning communities, or clusters, of two or three core courses united by a common focus or theme.

During a given semester, a group of 20 students enroll in the two or three designated courses that constitute a cluster. Their professors orchestrate course material so that students compare and synthesize the perspectives and methodologies of different academic disciplines. Students and faculty members of a cluster team also participate in activities outside of the classroom, including field trips.

This curriculum initiative has been funded by a major grant given to Fairfield University by the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. Fairfield University is one of just 14 colleges and universities in the nation to have been awarded this grant in 1994. To date, the university has created several clusters, including those that focus on the integrating themes such as race and ethnicity, discovery and exploration, and the Caribbean environment.

Independent Studies

The independent study option is available in most departments to students who wish to examine a subject in depth for which no course is available. Such guided studies are designed and pursued by students under the tutelage of a faculty member. This option is restricted to students in their junior and/or senior years of study.

Students should apply to the professor under whose direction they wish to study no later than the normal registration period of the preceding semester. The Independent Study Application form, available from the office of the college dean, must be completed and filed with the Registrar before the project may begin.

For projects of less than a semester's equivalent course work, one or two credit hours may be assigned. For projects of a semester's equivalent coursework, three credit hours, or, with a laboratory component, four credit hours may be assigned.

If students undertake more than one independent study project during their college careers, the total credit hours for all projects may not exceed nine credit hours toward the undergraduate degree.

Student Internships

Students at Fairfield University have an opportunity to earn academic credit and gain practical, on-site work experience by pursuing internships in their major fields of study. Through placements in appropriate businesses, corporations, laboratories, law firms, government offices and agencies, nonprofit organizations, etc. students apply and test principles and theories they have acquired in their coursework. In a typical internship carrying three semester credits, students work 10 to 15 hours per week on site. Internships are coordinated by Fairfield University faculty and on-site supervisors. Through such experiences students can enhance their learning and explore potential careers. Upon graduation, students are frequently offered positions with corporations and agencies sponsoring their internships.

To be eligible for an internship, students must be in good academic standing and must meet all prerequisites prescribed by the major department (e.g. GPA, prior coursework). To register for an internship, a student must obtain prior approval from the faculty member who coordinates the internship program in his/her major department.

A maximum of six academic credits can be earned for internship experience. An internship will not substitute for any other stated course(s) in the student's major field. Further information about specific internship opportunities can be obtained from the departmental chair or the internship coordinator of the specific department.

Study Abroad

An international experience has become an invaluable part of a complete undergraduate education. The Office of International Education, a division of University College, provides numerous opportunities for study abroad and assistance in navigating the wide array of international study choices. More students than ever are studying abroad, and Fairfield encourages students to consider spending a semester, a month, or just ten days abroad, earning academic credit and the kind of world knowledge that only on-site experience can bring.

Fairfield University operates its own programs in Florence, Italy; Galway, Ireland; and Brisbane, Australia. In addition, the University offers a short-term, summer program in Padova, Italy and a semester-long program at the National University of Ireland in Galway specifically for nursing majors. All course work completed at these locations is considered Fairfield University residency credit and is calculated into the student's grade point average.

Fairfield's University's Lorenzo deMedici program in Florence, Italy includes semester, year, intercession, and summer study opportunities. All courses are presented in English (except, of course, Italian language). Course offerings include fine and performing arts, humanities, art history, literature, economics, history, business, politics, and communications.

Through a strong affiliation with Australian Catholic University, Fairfield offers a full semester of study in Brisbane, Australia. Students become part of a friendly, small campus where they have access to excellent students support services. ACU Brisbane is a public university providing quality education to 2,500 Australian students. Fairfield University's program in Ireland includes semester, year, and summer programs in Galway at the National Irish University Galway.

The University also has formal affiliation agreements with Sophia University in Japan, the University of Maastricht in The Netherlands, the Institute of American Universities and the University of Louvain and IFI Rouen in France, Helsinki Business Polytechnic, Regent's College in London, The Jesuit Beijing Center Program in China, CIEE (20 sites worldwide) and the Baden-Wurttemberg Exchange in Germany (nine German universities). In addition, Fairfield faculty conduct educational tours during the summer and the January intercessions. These study tours carry credit in various disciplines.

While most Fairfield students who study abroad do so during the junior year, students are actually permitted to apply to study abroad during any semester prior to the senior year. There is one exception to this rule: students may study aboard during the senior year provided they participate in a program that issues Fairfield residency credit.

All students planning international study receive advising and assistance at the centralized Office of International Education, located in Dolan House. The office maintains a resource library with current information about international programs. Students must receive advance approval of academic courses from the assistant/associate dean of their college as well as approval from the Study Abroad Office. Credits will be granted only for academic work successfully completed in international programs. Students must have a cumulative GPA of 2.8 or above at the time of application and must complete an Educational Leave of Absence form before May 1 for fall semester or Nov. 15 for the spring semester.

As a general rule, federal and state financial aid can be used toward study abroad programs. Fairfield University institutional aid, scholarships, and monthly payment plan eligibility through AMS will be applied ONLY to Fairfield and affiliated programs and ONLY to one semester. Financial aid does not apply to summer or short-term study abroad programs.

For more information please visit the study abroad website, www.fairfield.edu/sce/studyabroad.

College
of
Arts and Sciences

Following page: Dr. Timothy Law Snyder, dean of the College of Arts and Sciences

A Message to the Students

Welcome to the College of Arts and Sciences, the oldest and largest of Fairfield's six schools. The college is host to 15 departments and 19 programs, led by more than 140 full-time faculty and serving more than 2,000 students. The college is also the home of the core curriculum that unifies the education of all Fairfield undergraduates. In the following pages you will find information related to traditional majors and minors in the arts, humanities, natural sciences, and social sciences, along with four interdisciplinary majors, 19 interdisciplinary minors, and specialized academic programs and services.

Four years, at this stage of your life, may seem like a long time. Senior undergraduates, however, will testify that the years can go by quickly. These may be the only years of your life during which you are free to direct your entire self to enriching and broadening your intellect. With that in mind, I offer three pointers that will help you get the most out of your Fairfield experience.

The first pointer is the most important: Cut a diverse path. No matter what career or life path you choose, you will find that our world will depend increasingly on the many disciplines. The College of Arts and Sciences offers an admirably rich set of programs. No matter which one you choose as a major, be sure to take advantage of this richness by immersing yourself in areas that span beyond your chosen program. Our main goal is not to rehearse you in a specific subset of the world's tasks, but to prepare you with an intellectual foundation that will help you interpret, solve, question, process, discover, reflect, understand, love, learn, imagine, and contribute throughout the course of your life.

The second pointer is to have confidence in yourself. Your background has prepared you for a deep and broad experience. At times, you will face a wall that seems to preclude you from understanding. Rather than become frustrated with yourself or that wall, understand that even the best of scholars live a life in which what we have yet to learn lies beyond that very same wall. Have faith that, through perseverance and faculty and peer guidance, you have the tools to move that wall and make the impossible as simple as the once-challenging "two plus two." Combining this with the first pointer should encourage you to take on areas of knowledge that presently seem difficult or foreign; now is the time to plunge into them.

My third pointer is that you learn interactively. Some students take an "empty vessel" approach to their schooling. They diligently attend class and push themselves to understand what faculty show them, becoming filled with knowledge. This is nowhere near enough. Go beyond simple understanding. Ask yourself, "Could I teach today's class?" Once you have contemplated that emulation, ask yourself "What might I create that adds to this knowledge?" Invite your professors to pull you deeper into what you are learning. Ask your peers what they are thinking and doing. Share your ideas with them and with communities beyond the University. Share with my office ways in which we might better serve you. This is an intensely interactive approach – one in which you demand the most from yourself, your peers, and those whose joy lies in sharing their knowledge with you.

Your experience at Fairfield should be the greatest challenge of your life of learning, thus far, in hopes that it will open vistas and opportunities for you that now dust the edges of your dreams. Enjoy!

Dr. Timothy Law Snyder
Dean, College of Arts and Sciences

COLLEGE OF ARTS AND SCIENCES

Dean: Dr. Timothy Law Snyder

Associate Dean: Dr. Miriam Gogol

Associate Dean: Dr. Raymond P. Poincelot

Assistant to the Dean/Operations Manager: Susan Peterson

The oldest and largest of Fairfield's six schools, the College of Arts and Sciences offers a bachelor of arts and a bachelor of science degree, as well as master's programs in American studies and mathematics. In recent years, the College has won numerous grants, most recently to foster an exchange program with Russian professors and to bring geographic information systems technology to area high school classrooms. Students in the college have garnered prestigious scholarships or fellowships to study in Australia, China, El Salvador, France, Russia, South Korea, and Morocco, among other locations.

Students are encouraged to select a major by the end of their freshman year. Undecided students may wish to consult with the Dean of Freshmen, a faculty advisor, professors, or a career counselor to help them choose a program of study. Selecting a major is not an irrevocable decision; the academic program at Fairfield is flexible enough that students can change to another field if they're not happy with their first choice.

Within each major field of study, courses range from introductory to highly specialized, and there are opportunities for independent study and research. Students may also opt, with faculty advice and agreement, to design their own major. Double-majors and minors can also be arranged for students who want to combine the skills and perspectives of two disciplines.

Degrees Offered

Bachelor of Arts

The bachelor of arts is a liberal arts degree with emphasis in the arts, humanities, or social sciences. Major concentrations in the B.A. degree program include American studies, communication, economics, English, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology/anthropology, and visual and performing arts.

Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a bachelor of arts with classics degree, even though they do not intend a classics major.

Bachelor of Science

The bachelor of science is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, computer science, economics, engineering, mathematics, neuroscience, physics, and psychology.

Pre-Professional, Interdisciplinary, and Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services. A partial list follows:

Pre-Professional Programs in the Health Sciences: Fairfield offers a challenging, competitive, and highly successful pre-medical/pre-dental program. Students in this program pursue studies in a field or major of their personal interest while taking those courses necessary for admission to medical, osteopathic, dental, veterinary, or optometry school. The program is supervised by the Health Sciences Committee, an interdisciplinary group of faculty who serve as special advisors to these students.

All students who are considering the health professions as a career should identify themselves and meet with the health sciences advisor as early as possible. A great deal of careful planning must be done in order to prepare a strong application for advanced study.

Students who apply to health professions schools need to have a core knowledge of science. This core can be taken within a science major or added to a non-science major. Many pre-medical students elect to pursue a degree in biology that provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school. However, students should also recognize that other majors – in the natural sciences and in non-science fields – are acceptable alternatives as long as the major is supplemented by a combination of courses that represent a pre-medicine concentration. The best preparation for medicine and a number of other health professions usually includes early completion of the following basic course sequences: Mathematics 121-122; Biology 170-171; Chemistry 11-12 and 211-212; and Physics 83-84. The choice and sequence of courses depend on the student's personal and academic priorities; these should be discussed with the health sciences advisor and other academic advisors.

Internship opportunities are of special interest to students preparing for careers in medicine. Options available to Fairfield students include the Emergency Medicine Research Associates Program that is run during the academic year at Bridgeport and Yale-New Haven hospitals, and summer positions at the Burke Rehabilitation Center (White Plains, N.Y.) and at Hartford Hospital.

Pre-Law Program: Fairfield's pre-law program has been consistently successful during the past decade. No particular major is recommended for law school candidates. Pre-law students should elect courses that examine the social, economic, and political systems of which the law is a part. They should also select courses that help them develop competencies to write clearly, speak precisely, reason logically, think critically, and read analytically. Finally, students may wish to pursue coursework that examines the law from the perspective of disciplines such as philosophy, psychology, and business. The program is closely supervised by faculty who serve as special advisors to pre-law students.

Education: Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

Cooperative Program in Engineering: In cooperation with the University of Connecticut, Rensselaer Polytechnic Institute, and Columbia University, Fairfield University provides a five-year engineering program that emphasizes a liberal education and professional preparation. Students in this program interrelate course sequences with three engineering courses in three years at Fairfield and complete the program with specialized engineering courses at the University of Connecticut, Rensselaer Polytechnic Institute, or Columbia University. The program yields the B.A. and B.S. in engineering degrees. Although not part of the College of Arts and Sciences, Fairfield University does offer a B.S. degree in engineering through its School of Engineering. Specializations are available in electrical, mechanical, information systems, and manufacturing engineering.

Interdisciplinary Programs: The Fairfield curriculum includes a number of majors and minors that are interdisciplinary in nature. Such programs permit students to combine coursework from more than one academic department, thereby examining a broad subject from a multiplicity of disciplinary perspectives. There are three interdisciplinary majors currently available to students in the College of Arts and Sciences:

American Studies
Communication
International Studies

In addition, the college offers the following interdisciplinary minors:

American Studies
Applied Ethics
Asian Studies
Biochemistry
Black Studies
Classical Studies
Communication
Environmental Science
Environmental Studies
International Studies
Irish Studies
Italian Studies
Judaic Studies
Latin American and Caribbean Studies
Marine Science
New Media, Film, Television, and Radio
Peace and Justice Studies
Russian and East European Studies
Women's Studies

Descriptions of these interdisciplinary major and minor programs are found, in alphabetical order, among the departmental sections that follow.

Inter-Institutional Courses: Under a reciprocal agreement, full-time students at Fairfield University may take certain courses at certain other institutions without payment of any additional fees other than those paid to the matriculating institution, providing:

- The course is not currently offered by Fairfield University.
- The course is on an approved list indicating its availability to Fairfield University students.
- Students have prior permission from their dean to take the course.
- Tuition commitments have been met in full at Fairfield University.
- Students observe all regulations of the host institution.

Internships: Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the College of Arts and Sciences offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department chair or departmental internship coordinator.

Minors: In addition to the major, a number of departments and interdisciplinary programs in the college offer optional minor concentrations. These concentrations are developed under faculty supervision within the context of departmental requirements and offerings. For further information, contact the department chair or program director. (The interdisciplinary minors have been listed above.)

Honors Program: The College of Arts and Sciences participates in the University Honors Program. The program admits students, at the beginning of their first and second years, to a challenging series of seminars and courses (normally 23 credits), devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field. Successful completion of the Honors Program is recorded on the graduating student's transcript.

Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Those requirements and options are found in the departmental and program sections that are presented in alphabetical order on subsequent pages of this catalog.

Anthropology
(see Sociology and Anthropology)

Art History
(see Visual and Performing Arts)

Chinese
(see Modern Languages and Literatures)

Film
(see New Media Film, Television, and Radio)

French
(see Modern Languages and Literatures)

German
(see Modern Languages and Literatures)

Greek
(see Classical Studies)

Greek and Roman Studies
(see Classical Studies)

Hebrew
(see Modern Languages and Literatures)

Italian
(see Modern Languages and Literatures)

Japanese
(see Modern Languages and Literatures)

Latin
(see Classical Studies)

Music
(see Visual and Performing Arts)

New Media Film, Television, and Radio
(see Visual and Performing Arts)

Radio
(see New Media Film, Television, and Radio)

Russian
(see Modern Languages and Literatures)

Spanish
(see Modern Languages and Literatures)

Studio Art
(see Visual and Performing Arts)

Television
(see New Media Film, Television, and Radio)

Theatre
(see Visual and Performing Arts)

PROGRAM IN AMERICAN STUDIES

Faculty

O'Connor *(Director)*

Departmental Coordinators
Carolan *(Modern Languages)*
McFadden *(History)*
Orman *(Politics)*
Schlichting *(Sociology and Anthropology)*
LoMonaco *(Visual and Performing Arts)*
White *(English)*

The American Studies program provides students with an interdisciplinary curriculum devoted to the examination of American civilization – its culture, institutions, intellectual tradition, and the relationships of its people – making possible a unified, comprehensive approach to American life and thought. Besides the topical unity implicit in this course of study, students discover the methodological differences that characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements

For a 30-credit major in American studies, students complete the following:

1. twelve credits in a discipline concentration in fine arts, history, literature, politics, or sociology;
2. twelve credits selected from American-oriented courses in at least three disciplines that differ from the chosen discipline concentration;
3. three credits in a research/theme course taken during senior year; and
4. three credits in AS 201, American Intellectual Tradition, taken during senior year.

For a 15-credit minor in American studies, students complete the following:

1. AS 201 The American Intellectual Tradition (three credits);
2. three American studies elective courses in one of the following disciplines: American literature, history, politics, sociology and anthropology, or visual and performing arts (nine credits); and
3. one American studies elective course outside the concentration (three credits).

Fairfield University also offers a master of arts degree in American studies. The 400-level core and elective courses in that program are available to qualified senior undergraduate American studies majors and minors with the approval of the program director.

Courses Available for the American Studies Major

American Studies

AS 127	America in Film
AS 189	Literature and Religion: The American Experience
AS 201	The American Intellectual Tradition
AS 300	Independent Research Project
AS 327	The Irish in American Film
AS 361	The American Civil War: Myth and Reality
AS 383	America in the 1930s: A Decade of Change

History

HI 232	Jefferson's America: 1760 to 1850
HI 238	United States, 1850 to 1900
HI 239	20th-Century United States
HI 243	American Constitutional and Legal History I, 1776 to 1900
HI 244	American Constitutional and Legal History II, 1900 to Present
HI 250	America Enters the World: U.S./Foreign Relations, 1763 to 1900
HI 251	The American Century: The United States and the World Since 1900
HI 253	Colonial America, 1584 to 1760
HI 258	Working People in 19th-Century United States
HI 259	Working People in 20th-Century United States
HI 260	American Indian History
HI 331	Era of the American Revolution, 1763 to 1800
HI 340	Reconsidering the New Deal Order, 1930 to 1980
HI 342	Immigration, Ethnicity, and Race in U.S. History
HI 348	Social Movements in 20th-Century U.S. History
HI 354	American Military History
HI 355	The United States in World War II
HI 356	History of the Cold War
HI 362	The Frontier: Man, Nature, and the American Land

Literature

EN 271	The Frontier in American Literature
EN 339	African-American Literature and Culture, 1900 to 1940
EN 344	African-American Fiction: 1940 to Present
EN 351	Writing the Immigrant Experience
EN 371	African-American Women's Writing
EN 380	Colonial American Literature
EN 381	American Romanticism
EN 382	American Literature, 1865 to 1920
EN 383	American Literature, 1920 to 1950
EN 384	American Literature, 1950 to Present
EN 386	Native American Literature
EN 387	The American Novel
EN 389	Literature and Religion: The American Experience
EN 391	Myth in American Literature

Philosophy

PH 283	Ethical Theories in America
PH 294	American Philosophy

Political Science

PO 118	American Political Thought
PO 119	Introduction to Feminist Thought
PO 133	United States Foreign Policy
PO 146	Vietnam and the American Experience
PO 150	Urban Politics
PO 161	The American Presidency
PO 162	United States Congress
PO 163	Supreme Court I
PO 164	Supreme Court II
PO 165	Political Parties, Interest Groups, and Public Opinion
PO 166	American Public Policy
PO 167	Media and Politics
PO 168	Politics of Mass Popular Culture

Religious Studies

RS 238	American Catholic Theologians
RS 241	Sociology of Religion
RS 242	Jews and Judaism in America
RS 293	Non-Traditional American Churches
RS 295	Non-Traditional American Religious Groups

Sociology

SO 112	American Society
SO 151	Sociology of Religion
SO 161	American Class Structure
SO 162	Race, Gender, and Ethnic Relations
SO 163	Urban/Suburban Sociology
SO 169	Women: Work and Sport
SO 171	Criminology
SO 175	Sociology of Law

Visual and Performing Arts

AH 161	American Architecture
AH 163	American Art: Colonial to Civil War
AH 164	American Art: Civil War to Civil Rights (1860 to 1960)
MU 101	The History of Jazz
TA 120	American Drama

Note: Departmental course descriptions may be found in the appropriate departmental sections of this catalog.

Course Descriptions

AS 127
America in Film
This course provides a critical examination of important American films with the intention of exploring the impact of film as a mythmaking medium. Topics include history in film, sexual role-playing, social class and institutions, and the religio-ethical assumptions implicit in American films. Three credits.

AS 189
Literature and Religion:
The American Experience
This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, American writers have manifested a persistent concern with religio-ethical matters as well as with the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates the critical perspective and relevance of the imaginative writer's treatment of religious questions. Three credits.

AS 201
The American Intellectual Tradition
A seminar on major ideas and themes that have helped shape American life, this course makes a conscious effort to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America. Three credits.

AS 300
Independent Research Project
During senior year, each American studies major writes a research paper under the supervision of several participating faculty members. Students integrate different intellectual disciplines in the design and execution of their projects. Three credits.

AS 327
The Irish in American Film
Using a historical perspective, this interdisciplinary course examines how the Irish experience has been depicted in American film. The intention of this course is to heighten an appreciation for the myth-making power of film in developing a historical consciousness and creating racial/cultural stereotypes. Topics include the Irish diaspora, the Irish independence movement, Anglo-Irish relations, the IRA, the Irish assimilation into mainstream America, Irish legends in film, and the myth of the Old Country. Three credits.

AS 361
The American Civil War: Myth and Reality
This course exposes students to an interdisciplinary method of learning. While using standard historical texts to establish the facts regarding the American Civil War, this course explores the sometimes confusing and contradictory versions of the Civil War as depicted in literature, photography, feature films, documentary films, music, painting, and other modes of expression. Three credits.

AS 383
America in the 1930s: A Decade of Change
The Great Depression represents the catalytic agent in America's extraordinary transformation in the 1930s, a decade during which the changes in the economic and political sectors provided the matter for American cultural life. This course acquaints students with the complexities of this pivotal period in American life through feature films and documentaries, popular and serious fiction, the American theatre of the time, popular music, public and private art, and mass circulation and little magazines, while introducing them to an interdisciplinary methodology. Three credits.

Anthropology

(see Sociology and Anthropology)

PROGRAM IN
APPLIED ETHICS

Faculty

Director
Newton *(Philosophy)*

Advisory Board
Gordon *(Philosophy)*
Naser *(Philosophy)*
Schmidt *(Business)*

The Applied Ethics program integrates interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, healthcare ethics, science, law, government, engineering, and communications. This unified approach to the theory and practice of ethical conduct raises student awareness of the moral dilemmas of their chosen fields of practice, of allied fields, and of society as a whole. The program, which received its initial impetus from a National Endowment for the Humanities grant, offers a series of core-level and elective courses and seminars in service to various academic and professional programs, and a 15-credit minor.

Requirements

For a 15-credit minor in applied ethics, students complete the following:

1. A philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate (200-level or greater) course in applied ethics as part of their Area III core credits
2. Six to nine credits in intermediate applied ethics courses (AE 262 through AE 299)
3. Six to nine credits in advanced applied ethics seminars (AE 391 through AE 398). AE 384/EV 300, and AE 399 (independent study) will satisfy this requirement.

   Note: Substitutions are possible as approved by the program director.

Prerequisites

Applied ethics courses are normally taken to fulfill the fifth core requirement in Area III: philosophy, religious studies, and applied ethics. Students must complete one course in philosophy and one course in religious studies before enrolling in any 200-level applied ethics course and two courses each in philosophy and religious studies before enrolling in any 300-level applied ethics seminar.

Course Descriptions

AE 262
Ethics and the Community
The course surveys the philosophical grounding of the organizations in contemporary society, examining structured human groups from the household, through the village (or religious/ethnic association), to the nation-state to understand their moral undertakings in their environment; to consider how they implement and balance rights and duties, rules and compassion, autonomy and common purposes. This course gives special attention to structurally determined injustice in the treatment of those marginalized by gender, race, or socioeconomic deficit, and includes an effort to determine where new understanding may yield suggestions for structural modification. Three credits.

AE 265
Ethics in Education
This survey of the ethical issues that arise in the classroom, school, and school district also covers those issues, to a lesser extent, in the educational policies of the state and federal government. The course directly addresses issues of race, class, and gender in the educational system, addressing entitlement to education, access to education, discipline in the educational setting, multicultural issues in general, politics, accountability, assessment, and the ethics of respect as they pertain to teachers, students, and administrators. This course meets the U.S. diversity requirement. Three credits.

AE 281
Ethics of Communications
This course examines the moral dilemmas of media management and corporate communication. Topics include advertising and marketing practices, especially political advocacy and messages targeted to vulnerable audiences; truth and loyalty in public relations practices; the philosophical and constitutional bases of freedom of the press; and problems of media bias (systematic and otherwise). Three credits.

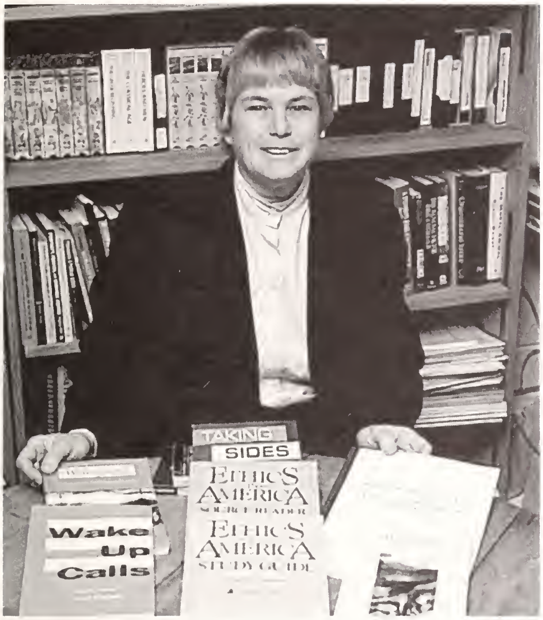
AE 282
Ethics and the Computer
This course examines the legal and ethical dilemmas spawned by the proliferation of computers and computer-dependent technology in our society. Topics include the right of privacy; the centralization of power; the impact on employment, computer crime, patents, property, and liability; realities of interaction between human and machine; and the possibilities and implications of artificial intelligence. Central consideration is given to the digital divide: the potential for global injustice in global discordances between rich and poor societies in access to computer technology. Three credits.

AE 283
Environmental Justice
Students examine the political impact of our global environmental crisis through the lens of the relationship of self to society. Practical issues include the attention given to male versus female environmental health problems and the pattern of choices in the siting of undesirable waste disposal facilities. Noting our current scientific, ethical, spiritual, and ecological dilemmas, the course explores alternative cultural models and current initiatives aimed at creating a globally sustainable future. Three credits.

AE 284
Environmental Ethics
Students examine the environmental problems that arise in our attempts to reconcile the demands of human fulfillment and economic activity, and the requirements of ecological balance. Issues include the diverse perspectives of conservation, preservation, and deep ecology. Student projects cover the wise use of resources; pollution of land, air, and water; conservation of species and open space; global climatic change; and the future stewardship of oceans, forests, and the atmosphere. Three credits.

AE 285
Ethics of Healthcare
This course considers the moral dilemmas of the healthcare setting. Topics include patients' rights (medical paternalism and patient autonomy, informed consent to therapy, and participation in research); dilemmas of reproduction (technological assistance, abortion, cloning); dilemmas of life and death (assisted suicide, euthanasia, technological interventions for the dying); allocation of healthcare resources; and the special dilemmas of healthcare professionals caught in binds between HMO contracts and professional obligations. Three credits.

AE 286
Ethics of Research and Technology
This course explores the moral dilemmas that attend the search for an application of scientific knowledge. Topics include the methods of science and their limits (e.g., in research with human subjects); scientific fraud, its dimensions and prevention; and the effects of rapidly expanding fields of technology on medicine and industry. Three credits.


TAKING SIDES
ETHICS IN AMERICA SOURCE READER
ETHICS IN AMERICA STUDY GUIDE
Wake Up Calls

AE 287
Engineering Ethics

This course systematically explores the ethical dimensions of situations and tasks common to engineering practice. Issues include professionalism, codes of ethics, consumer risk and safety, employee loyalty and whistleblowing, research and ownership of information, and the engineer's responsibility to the natural environment. Three credits.

AE 289
Global Health Care Policy

This survey of issues of public health on a global scale explores the ethical and economic dilemmas of environmental degradation, national sovereignty, individual liberty, and human happiness and productivity as they arise in the increasing interaction of developed and developing nations. A major course focus is the role of economic and environmental exploitation in precipitating public health problems – water pollution, soil degradation, air pollution, and the modification of local food supplies for instance. The course also examines conditions prevalent in developing nations – poverty, hunger, the absence of physical and social infrastructure, and uneven education, as well as the role of gender and race discrimination. The course examines ethical dilemmas confronted in the efforts to deal with health conditions in the developing nations through case studies and group discussion; term projects focus on selected regions and health conditions. (Prerequisites: one course each in philosophy and religious studies; some background in nursing and economics is preferred) This course meets the world diversity requirement. Three credits.

AE 290
Ethics in America: The Telecourse

Televised discussions of selected topics in applied ethics (ethics in government, ethics in the military, medical ethics, business ethics, etc.) illustrate the basic concepts of the Western tradition in ethical reasoning (autonomy, justice, privacy, community, etc.). The discussions feature influential public figures in each field; readings include important writings in the history of ethics. Format: lecture/discussion with in-class video presentations. Three credits.

AE 291
Business Ethics

This course investigates ethical problems in business practice. Topics include the foundation of the free-market system, personal morality in profit-oriented enterprises; codes of ethics, obligations to employees and other stakeholders; truth in advertising, whistleblowing, and company loyalty; self and government regulation; the logic and future of capitalism; and the changing responsibilities of the manager in a rapidly globalizing business environment. Note: Occasional sections of this course are offered online through University College. Three credits.

AE 293
Ethics of War and Peace

Students examine ethical issues that attend policymaking in international conflict and national preparedness, with special emphasis on the dilemmas confronting the defense industry when defense policy is controversial and procurement policy is subject to public criticism. Topics include just war theory (with special attention to changes in military practice in a time of guerrilla warfare and terrorism), the morality of deterrence, the place of private enterprise in public defense, weapons development and deployment, and the professional ethic of the soldier. Three credits.

AE 294
Ethics of Media and Politics

This course examines the ethical dimensions of the complex relationship between the media and the political process, particularly in the context of war and terrorism. Topics include the moral infrastructure of government, the corporation, and the mass media; the social structuring of reality through "spin" and propaganda; the use of images of terror and war; the selective creation of terror for political purposes; the place of individual conscience in the midst of pressures for conventional judgment. Three credits.

AE 295
Ethics in Law and Society
This course examines the ethical dilemmas of making, enforcing, adjudicating, obeying, and practicing the law. Topics include the nature of law and the province of jurisprudence, freedom and order, legal and moral responsibility, conscientious objection, the structure of rights in the first 10 amendments to the Constitution, capital punishment, and the limits of adjudication, with special attention given to issues of inequality in the application of law, especially as they affect minorities and women. Three credits.

AE 296
Ethics in Government
This course examines the moral dilemmas pertaining to governing and being governed. Topics include the ethical dimensions of making public policy; civil rights and civil liberties; the "establishment of justice" with regard to minorities, women, immigrants, and those politically at risk; corruption in government; war, peace, revolution, and the moral principles that govern them; terrorism and the defense against terrorism; preservation of the environment; and the nature and limits of representative government. Three credits.

AE 297
Eco-feminism
This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth. Students examine religious, psychological, social, historical, and scientific manifestations of this assumption, along with alternative models of power and responsibility. Three credits.

AE 298
Ethics and Feminist Perspectives
This course offers a philosophical inquiry into the ethical implications of social institutions from perspectives developed in contemporary feminist literature. The course explores the psychological and ethical dimensions of social and family oppression, environmental racism, medical paternalism, economic imperialism, and patriarchal structures in the major religious traditions. Three credits.

AE 299
Special Topics in Applied Ethics
The course is an opportunity for the student to carry out a major project in Applied Ethics involving work in the community, derived from a previous AE course. Three credits.

AE 384/EV 300
Seminar on the Environment
This seminar considers the legal, political, and economic problems of the environment from the perspectives of the sciences, the social sciences, and the humanities, allowing students to view environmental dilemmas and the methods used to address them as an integrated whole. Each running of the seminar focuses on the environmental problems of some part of the globe where the activity of multinational corporations is having some impact, desirable or otherwise, on the environment. Student projects focus on particular industries, regions, or issues. The seminar meets once a week and requires occasional short papers and one term project. Three credits.

AE 391/BU 391
Seminar in Business Law, Regulation, and Ethics
This course investigates ethical dilemmas of business management, primarily as encountered in real cases. Themes vary from year to year. Format: guest presentations by members of the business community, followed by discussion. Open to juniors and seniors with permission of coordinator. Three credits.

AE 393
Seminar in War, Peace, and Public Policy
This course examines the philosophical, political, and religious aspects of war and peace. Topics include the origin and development of just war theory, the pacifist tradition, and military preparedness. The course focuses on the increased complexity of these issues in the 20th century and especially in the nuclear age. Format: discussion. Open to juniors and seniors by permission of coordinator. Note: This course is offered online through University College. Three credits.

AE 395
Seminar in Legal Ethics
This course examines the peculiar ethical dilemmas confronting lawyers: confidentiality, protection of the guilty, roles in public policy, conflict of interest, and, in general, responsibility for the functioning of the adversary system. Format: discussion. Open to juniors and seniors with permission of coordinator. Three credits.

AE 396
Seminar in Ethics and Government
This course examines the dilemmas of lawmaking and governing: principles, tradeoffs, and compromises; dirty hands and the relationship between government and the individual; international politics; presidential secrecy; covert action; and political trust. Format: discussion. Open to juniors and seniors with permission of coordinator. Three credits.

AE 397
Seminar in Bioethics I: Life and Death
This course presents an intensive study of selected problems in the ethics of medicine and healthcare practice, including abortion, euthanasia, prenatal diagnosis, reproductive engineering and surrogate motherhood, and treatment decisions for very ill newborns. Format: student and guest presentations. Open to juniors and seniors with permission of coordinator. Three credits.

AE 398
Seminar in Bioethics II: Professional Responsibility
This course presents an intensive study of selected problems in the ethics, law, and public policy surrounding healthcare, especially in the United States. Topics include research with human subjects, the professional/patient relationship, allocation of scarce resources, and cost containment. Format: student and guest presentations. Open to juniors and seniors with permission of coordinator. Three credits.

AE 399
Special Topics in Applied Ethics
Students undertake an advanced program of course, field, and library work arranged with the instructor. Proposals for special topics must be approved by the director and the dean of the College of Arts and Sciences. Ordinarily three credits, although special arrangements are possible.

Art History

(see Visual and Performing Arts)

PROGRAM IN
ASIAN STUDIES

Faculty

Director
Katz *(Politics)*

Program Faculty
Buss, Franceschi *(Economics)*
Davidson *(Religious Studies)*
Li *(History)*
LoMonaco *(Visual and Performing Arts)*
Rajan *(English)*
Schwab *(Visual and Performing Arts)*
Tong *(Philosophy)*

The Asian Studies program focuses on a region that is home to fully half of humanity, the world's most populous democracy, and one of the fastest growing economies in the world. The importance of Asia in global, political, and economic systems – and particularly its growing impact on the United States – demands a firm understanding of the history, cultures, politics, religions, and economics of Asian countries. Everyone, regardless of major or profession, will be affected by past, present, and future events and developments in Asia.

Combined with a major in a regular discipline, the Asian studies minor prepares the student for a career in international business or banking, journalism, teaching, the United States government, or in international organizations, or for further studies in graduate or professional school.

Requirements

For an 18-credit minor in Asian studies, students complete the following:

1. AN 310 Asian Studies Seminar during the junior or senior year. AN 301 Independent Study may be substituted if the seminar is not offered or if program faculty approve a student proposal for independent study in lieu of the seminar.
2. One course in English, philosophy, religious studies, or visual and performing arts, and one course in economics, history, or politics from the course offerings listed on this page.
3. Any three other courses from those listed below. Up to six of these credits (two semesters) may be earned during a one-year course of the study in an Asian language.

Study abroad in Asia is not required for this minor, but is strongly recommended. Some courses taken abroad may be counted toward the minor.

Asian Studies Minor – Course Offerings

Asian Studies

AN 301	Independent Study
AN 310	Asian Studies Seminar Fall 2003: Seminar on Vietnam Spring 2004: To be announced

Economics

EC 120	Environmental Economics
EC 235	Economic Development of Third World Nations

English

EN 284	Writers of the Asian Diaspora
EN 368	Imperial Fictions and Colonial Voiceovers

History

HI 282	Social and Cultural History of China and Japan
HI 285	Modern China: 1800 to Present
HI 286	Rise of Modern Japan: 1800 to Present
HI 363	China in Revolution
HI 366	Gender, Culture, and Representation: Women in China and Japan, 1600 to present
HI 367	East Asia in 20th-Century American Wars

Modern Languages

CI 11-12	Basic Chinese
CI 101 -102	Intermediate Chinese
JA 11-12	Basic Japanese
JA 101 -102	Intermediate Japanese

Philosophy

PH 233	Introduction to Oriental Philosophy
PH 291	Field Being

Politics

PO 145	Asian Politics: East Asia
PO 146	Vietnam and the American Experience
PO 246	Seminar on China
PO 346	Seminar on Vietnam

Religious Studies

RS 10	Introduction to Religious Studies: Asian Religions
RS 287	Hinduism
RS 288	Buddhism
RS 290	Religions of China
RS 291	Religions of Japan
RS 292	North Pacific Tribal Religion
RS 388	Buddhist Meditative Traditions

Visual and Performing Arts

AH 12	Introduction to the Art History of Asia, Africa, and the Americas
AH 100	Arts of India, China, and Japan

Course Descriptions

AN 301
Independent Study
Students undertake an individualized program of study in consultation with a director from the Asian studies faculty. Three credits.

AN 310
Asian Studies Seminar
This seminar, which is primarily concerned with theoretical and historical issues, examines selected topics concerning Asian cultures, with a focus on the 19th and 20th centuries along the Asian Pacific Rim. The seminar concentrates on a specific topic within the arts and sciences; enrollment is by permission of the professor. Three credits.

DEPARTMENT OF
BIOLOGY

Faculty

Professors
Braun
Brousseau
Poincelot
Ross, *emeritus*

Associate Professors
Harriott, *education advisor*
A. Hill, *chair*
M. Hill, *biology Web advisor*
Hodgkinson

Assistant Professors
Klug
Osier
Phelan
G. Sauer, *graduate school advisor*

Lecturers
Canuel
Choly
Earls
D. Sauer
Tryon
Zavras

Biology Department Web page:
www.faculty.fairfield.edu/biology

A biology major prepares students for future professional work in the life and health sciences or advanced education in numerous specializations.

Requirements

For a 131-credit to 143-credit major in biology, students complete the following:

Year One

BI 170-171 General Biology I and II	8 credits
CH 11-12 General Inorganic Chemistry I and II	8 credits
MA 121-122 Applied Calculus I and II	6 credits
Core curriculum courses	12 credits
	34 credits

Year Two

BI 172 General Biology III	4 credits
CH 211 Organic Chemistry I	5 credits
CH 212 Organic Chemistry II	5 credits
PS 83-84 General Physics for Life and Health Sciences I and II*	8 credits
Biology block elective *(see below)*	3-4 credits
Core curriculum courses	12 credits
	37 to 38 credits

Year Three**

Biology block elective *(see below)*	6 to 8 credits
Biology electives***	6 to 8 credits
General electives	6 to 8 credits
Core curriculum courses	12 credits
	30 to 36 credits

Year Four**

Biology electives***	3 to 4 credits
Biology capstone elective	3 credits
General electives	12 to 16 credits
Core curriculum courses	12 credits
	30 to 35 credits

**This course may be taken in second or third year, depending on student's career interests.*

***The sequence for biology block electives, biology electives, and capstone elective shown here are only suggestions. You may arrange them differently.*

****Various upper-level courses may be double-counted toward the departmental concentration in molecular biology or the interdisciplinary minors in environmental science and marine science.*

Biology Block Electives and Additional Requirements

During the sophomore (second semester) through senior years of the degree, a minimum of six biology courses and a capstone experience (described below) are required. To ensure breadth of exposure, at least one course must be taken from each of the following three blocks. The three remaining biology course electives may be any 200- or 300-level courses. Four of the six courses taken during the sophomore (second semester) through senior years must include a laboratory component.

Molecular, Cell, and Developmental Biology Block (10 courses)

BI 261	Genetics
BI 327	Cell Biology
BI 342	Developmental Biology
BI 352	Fundamentals of Microbiology
BI 354	Molecular Biology
BI 356	Immunology
BI 357	General Virology
BI 358	Recombinant DNA Technology
BI 385	Molecular Mechanisms of Human Disease Seminar
BI 386	Bacterial Pathogenesis Seminar

Ecology, Evolution, and Environmental Science Block (10 courses)

BI 260	Ecology
BI 321	Animal Behavior
BI 362	Marine Invertebrate Zoology
BI 367	Evolutionary Biology
BI 368	Plant Biology: Evolution, Diversity, and Environment
BI 370	Environmental Health and Safety
BI 382	Principles of Aquaculture Seminar/Lab
BI 383	Coral Reef Ecology Seminar
BI 387	Experimental Design Seminar
BI 388	Ecology of the North Atlantic Coast

Physiology and Morphology Block (8 courses)

BI 213	Endocrinology
BI 217	Nutrition and Metabolism
BI 312	Human Physiology
BI 326	Biochemistry
BI 331	Histology
BI 340	Parasitology
BI 369	Plant Biology: Morphology, Biochemistry, and Physiology
BI 384	Parasitology Seminar

The choice of block electives, advanced biology electives, and general electives inside or outside the department varies according to a student's career objective and interest. Students make their choices after consultation with appropriate department advisors.

Students interested in molecular biology may, for example, take advanced courses to fulfill a concentration in molecular biology. Students interested in biochemistry, environmental science, or marine science may opt for courses that fulfill requirements for these minors. Students interested in graduate, medical, dental, or allied health schools may select electives that improve their chances for admission to graduate or professional schools. And students interested in science writing or teaching in biology may choose to earn minors in English or education.

Faculty research specializations provide opportunities for qualified seniors to participate in laboratory research or library investigations in their chosen interest areas under a professor's guidance. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. These opportunities expand and enhance the biology program's numerous possibilities for individualization.

The Capstone Experience

During their capstone experience, students connect the diverse experience and knowledge they acquire as biology majors, focusing these newly acquired skills on a specific problem or current area of biological research. At the heart of a capstone experience is the idea that learning requires participation – in the field, in the lab, through an internship, or in an upper-level seminar course – where biology majors are exposed to the way that science is conducted. As a result, capstone experiences are academically challenging and require biology students to think critically and creatively.

To satisfy the capstone requirement, students may choose from the following options:

- Work with a faculty member on a research project (BI 391, BI 392, BI 395, or BI 396);
- Arrange an internship (BI 393, BI 394, BI 397, or BI 398); or
- Enroll in an upper-level seminar course (BI 382, BI 383, BI 384, BI 385, BI 386, BI 387, or BI 388).

To maximize its value, the capstone experience is normally completed during the senior year. Students intending to continue their studies in graduate school should consider participating in two or more terms of research. All on-campus capstone experiences require prior approval from a student's faculty mentor or advisor. Off-campus capstone experiences require approval from the department chair. Prior consultation is required to assure that the particular activity is acceptable and earns credit for the capstone experience.

Advanced seminars cannot be double-counted for the capstone experience and the six required courses in the junior/senior years.

Biology Major with a Concentration in Molecular Biology

In addition to the requirements noted above, students take four courses from the molecular, cell and developmental biology block. Interested students should consult with Dr. Phyllis Braun for advisement and completion of appropriate paperwork.

Biology Major with a Minor in Education

Biology majors who elect a minor in education may count ED 382 Student Teaching Seminar as their capstone experience. Students in this program are expected to take one or two summer courses and must pay special attention to double-counting to complete graduation requirements in four years. Careful scheduling in the junior and senior years is needed to complete the five biology courses and the requirements of the education minor. Biology majors with an education minor should consult with Dr. Olivia Harriott, education advisor.

Minor in Biology

For a 17-20-credit minor in biology, students complete the following:

1. BI 170-171 General Biology (8 credits); and
2. any three biology courses numbered 200 or greater.

Double counting is not allowed.

Biochemistry, Environmental Science, and Marine Science Minors

Biology majors may also be interested in pursuing minors in biochemistry, environmental science, or marine science. The biochemistry minor is offered through the chemistry department; the environmental science minor is offered jointly by the biology, chemistry and physics departments; and the marine science minor is offered by the marine science program. Details on these minors may be found in the chemistry, environmental science, and marine science sections of this catalog.

Course Descriptions

BI 15
General Biology I
This course, an introductory study of biology for the non-science major, familiarizes students with the general biological principles that govern the activities of all living systems. Concepts include the biochemical origin of life, cellular morphology and physiology, and human genetics. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 16
General Biology II
Students examine biological systems, such as the human organism, in detail, with an emphasis on pathophysiology, diversity of life, and evolution. Emphasis varies by instructor. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 18
Human Biology: Form and Function
This course, which provides a basic introduction to human anatomy and physiology, examines the major organ systems of the body, focusing on how each system functions and how all systems interact with one another. Using comparative methods, students gain an appreciation for the evolutionary origins of human form, examine how design problems (such as sharing a tube for breathing and eating) were overcome, discuss current issues in public health, and focus on the environmental health problems that human populations face. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Formerly listed as BI 33. Three lectures. Three credits.

BI 70
Science, Technology, and Society
This course analyzes the major science and technology issues that confront today's society. Through an examination of the underlying science, students gain an understanding of the impact these issues hold for the environment, our natural resources, and our society, including benefit versus hazard expectations. Course issues, which change to incorporate timely topics, include acid rain; agriculture; diseases such as AIDS, cancer, and heart disease; energy; genetic engineering; the greenhouse effect; ozone depletion; and water pollution. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 72
Horticulture
Geared for non-science majors, this course examines basic horticultural science, practice, and plant material. Scientific topics include nomenclature, plant parts, basic processes, and plant development as influenced by the environment; practice topics include propagation, management of the indoor and outdoor environments, and cultural needs; and plant material topics include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 75
Ecology and Society
This course focuses on environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. Students examine the available scientific evidence and are encouraged to draw their own conclusions concerning these environmentally sensitive issues, which are presented in lectures, readings, films, and occasional, off-campus field trips (by arrangement). This course is open to all except biology majors. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 76
Introduction to Environmental Science
This course presents the science of the environment through examination of the interconnections among physical, chemical, and biological fields of inquiry. Students complete field and laboratory studies of campus environments during the semester as part of a long-term monitoring program and use land-use analyses, water quality assessments, and biological surveys to measure human impacts on the environment. Students develop an informed scientific basis on which to formulate their own perspectives on living in the environment. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Two lectures, one lab. Three credits.

BI 78
Introduction to Marine Science
This course introduces the non-science major and the marine science minor to the field of oceanography. Topics dealing with the geological, physical, chemical, and biological aspects of science underscore the interdisciplinary nature of world ocean study. Note: This course counts as a science core course and is a required course for the marine science minor; it does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 79
Rainforest Ecosystems
This course introduces the non-science major to the rainforest, examining the ecosystems of temperate (North American) and tropical (South American, African, and Asian) rainforests from a botanical and environmental perspective. The course emphasizes the importance of biological diversity and natural products, and analyzes solutions for saving rainforests. This course is sometimes offered as part of the interdisciplinary learning community, Latin American Studies: The Rainforest Community. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 80
Tropical Marine Biology
This course examines the ecology of tropical marine communities focusing on marine species common to the Caribbean basin. Students consider the biology of coral reefs, seagrass beds, and mangrove forests in detail and explore their interdependence. This course satisfies a science requirement and can be used as an elective in the marine science minor. It is sometimes offered as part of the interdisciplinary learning community: The Caribbean Environment. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 82
Genes, Memes, and Evolutionary Biology
Is evolution a fact, a theory, or both? Through reading the work of some of today's most influential evolutionary biologists such as Stephen Jay Gould, Richard Dawkins, George Williams, and Douglas Futuyma, this course explores modern interpretations of Darwin's idea of evolution by natural selection. Topics include a brief history of evolutionary biology, a basic introduction to principles of heredity, and the role of natural selection in adaptive change. The course considers topics that illustrate evolutionary principles in detail such as the evolution of sex, the link between dinosaurs and birds, cultural evolution, the evolution of cooperative behavior, and human origins. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 83
The DNA Revolution
This course evaluates recently developed biological techniques in the field of genetic engineering. Although an overview of DNA structure and function is presented, the course focuses on applica-

tions of modern DNA technology. Topics include cloning, reproductive technology and paternity testing, identification and screening of genetic disease genes, gene therapy, medical forensics and DNA fingerprinting, DNA technology in agriculture, transgenic animals, the human genome project, and the social impact of the DNA revolution. No prior knowledge of DNA or biology is expected. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Formerly listed as BI 35. Three lectures. Three credits.

BI 86
Parasites: Yours, Your Pets' and Your Travels'
Students read excerpts from four books written for the non-scientist that deal with highlights in the history of the immune system and several key parasitic diseases. In-house television video clips and assigned Web sites convey an appreciation of the living parasite. The course focuses on those parasites that students are most likely to encounter in or on themselves, their pets, or as a result of their travels, touching on the relevant aspects of host physiology. Format: an extensive discussion approach based on pre-assigned topics. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 87
Microbiology: The Plight of Humans and Microbes
This course surveys the interactions of microorganisms on humans that result in various types of diseases. The course emphasizes bacterial and viral infections that involve the various organs associated with skin, respiratory, digestive, urogenital, nervous, and lymphatic systems. It also addresses the importance of infection control and prevention, the control of growth, and the functional anatomy of microorganisms, and provides a historical perspective on the various diseases surveyed. Note: this course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 95/PH 230
Philosophy and Biology of Evolutionary Theory
This course explores the question of evolutionary theory from the perspectives of philosophy and biology. From the biological perspective, the course focuses on Mendelian inheritance, natural and sexual selection, speciation, and human evolution. From the philosophical perspective, the course focuses on questions such as essentialism versus population thinking, Cartesianism versus dialectical thinking, units of selection, function and adaptationism, and human nature. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 96
God and Modern Biology
This course introduces students to the dialogue between science and religion with a detailed consideration of recent advances in modern biological research that raise significant religious, theological, and ethical issues. The course emphasizes developing a practical understanding of the scientific method through interactive experiences and lecture material. Students consider how scientific breakthroughs and ideas can influence or be influenced by religious thought through assigned readings and in-class discussion groups and through the historically significant and most recent findings in the areas of evolution, biotechnology, and the neurosciences. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three lectures. Three credits.

BI 100
Marine Biology
Offered summers only. The course introduces students to the flora and fauna of marine communities, emphasizing the biota of Long Island Sound. The curriculum includes field trips to local salt marshes, estuaries, rocky shores, beaches, and mudflats. Note: This course counts as a science core course but does not satisfy requirements for the biology major or minor. Three credits.

BI 107- 108
Human Anatomy and Physiology
This course, recommended for nursing majors, gives students a familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, and the glands of internal secretion. Techniques include measuring blood pressure, blood typing, and others. Note: This course is not open to biology majors except where required for allied health sciences (chair approval required). BI 312 Human Physiology is recommended for biology majors who are interested in human physiology. Three lectures, one lab. Eight credits.

BI 151
Elements of Microbiology
This microbiology course for nursing majors examines the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics as well as the mechanisms of microbial invasion and the body's immunological response. Note: This course is not open to biology majors. BI 352 Fundamentals of Microbiology is recommended for biology majors who are interested in microbiology. Three lectures, one lab. (Prerequisites: BI 107, CH 84) Four credits.

BI 170
General Biology I (Majors)
This introductory course for biology majors covers the molecular and cellular basis of life, including cell structure and function, cell communication, inheritance, gene expression and regulation, and developmental genetics. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory. Formerly listed as BI 91. Three lectures, one lab. Four credits.

BI 171
General Biology II (Majors)
This introductory course for biology majors covers biochemistry, energy utilization, anatomy and physiology, and the structure and function of plants and animals. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory. Formerly listed as BI 92. Three lectures, one lab. Four credits.

BI 172
General Biology III (Majors)
This introductory course for biology majors covers organismal biology with an emphasis on evolution, biological diversity, ecology, and environmental science. Students receive hands-on experience with a broad range of topics and techniques in the accompanying laboratory. Three lectures, one lab. Four credits.

BI 203/PY 203
Statistics for the Life Sciences
This introductory course in statistical methodology and analysis includes descriptive statistics such as frequency distributions, central tendency, variability, and correlation as well as an introduction to probability, sampling theory, and tests of significance (t-test, Chi squared, ANOVA, and non-parametric statistics). The laboratory complements the course by giving students supervised computation and problem-solving exercises with calculator and computer. Three lectures, one lab. Four credits.

BI 213
Endocrinology
This course examines the glands of internal secretion and their location, anatomy, and function, including the nature of their secretions and importance in the regulation of body functions. Three lectures. (Prerequisites: BI 170-172, CH 11-12, and CH 211-212) Three credits.

BI 217
Nutrition and Metabolism
Students consider the roles of carbohydrates, lipids, proteins, vitamins, minerals, and water in mammalian nutrition, examining the physiology of animal digestion, absorption, and intermediary metabolism in relation to nutritional needs and energy balance. The course covers recent developments in the application of nutritional findings to metabolic disorders such as diabetes, heart disease, and neurochemical deficits, evaluating them in relation to the principles of animal nutrition. Three lectures. (Prerequisites: BI 170-172, CH 11-12, and CH 211-212) Three credits.

BI 260
Ecology
This course uses a hierarchical approach to scale and complexity to present ecology at different levels such as species, populations, communities, and ecosystems. Through quantification of natural history, the course investigates mechanisms of and responses to environmental change, introducing and discussing the concepts of energy flow and nutrient cycles within local, synoptic, and global frameworks. Laboratory exercises and fieldtrips to local ecosystems demonstrate ecological interconnections. Three lectures, one lab. (Prerequisites: BI 170-172, CH 11-12) Four credits.

BI 261
Genetics
This course offers a comprehensive study of the fundamental principles of classical and molecular genetics. Major topics include transmission (Mendelian) genetics, gene linkage and mapping, fundamentals of molecular biology, molecular approaches to genetic analysis, genetic engineering and recombinant DNA technology, microbial genetics, developmental genetics, and population genetics. The course emphasizes the role of genetics in evolutionary biology. Formerly listed as BI 221. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 296
Special Topics in Biology
This course requires library research and the writing of a scholarly paper on a special topic. Students discuss topics with and obtain consent from an appropriate professor prior to registration. Three credits.

BI 312
Human Physiology
This course considers homeokinesis in the mammalian organism by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. Formerly listed as BI 212 Mammalian Physiology. Three lectures, one lab. (Prerequisites: BI 170-172, CH 11-12, and CH 211-212) Four credits.

BI 321
Animal Behavior
This comparative survey of the behavioral patterns and social relationships of invertebrate and vertebrate animals includes an examination of the genetic, physiological, and ecological mechanisms underlying behavioral interactions, and their adaptive significance. In the laboratory, students learn observational and experimental methods used in animal behavior research. Formerly listed as BI 267. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 326
Biochemistry
This course examines the structure and function of biological macromolecules with emphasis on their role in eukaryotic cell processes. The course focuses on the regulation of metabolic pathways involved in the synthesis, breakdown, and interconversion of biochemical intermediates. Students develop an understanding of basic biochemical principles in the context of overall cell function. Laboratory exercises employ an investigative approach to apply biochemical methods to questions in cell biology. Formerly listed as BI 226. Three lectures, one lab. (Prerequisites: BI 170-172, CH 211-212) Four credits.

BI 327
Cell Biology
This course focuses on the structure and function of eukaryotic cells. Students explore the relationship between gene expression and protein synthesis, and discuss how different proteins coordinate a complex array of important biological tasks in the cell. The course covers the biochemical interactions that occur within and between cells that sustain viability and mediate cell communication. Topics include gene expression and protein production, enzyme structure/function, protein to protein interactions, cytoskeleton and extracellular matrix, mechanisms of transport, signal transduction, cell cycle, and apoptosis. Laboratories include analysis of cell morphology; methods of protein and organelle detection; and protein purification and assays to study the growth, differentiation, and death of eukaryotic cells in response to their environment. Formerly listed as BI 227. Three lectures, one lab. (Prerequisites: BI 170-172, CH 11-12, and CH 211-212) Four credits.

BI 331
Histology
Students study the microscopic anatomy of vertebrate animals, the morphology of cells, and their combinations in the various tissues and organs of the body. The course relates the structure of cells, tissues, and organs to their functions in the different vital processes and to the participation of fundamental tissues in the formation of organs and systems of organs. Formerly listed as BI 231. Two lectures, two labs. (Prerequisite: BI 170-172) Four credits.

BI 340
Parasitology
This introduction to the biology of parasites of humans and domestic animals emphasizes the host-parasite relationship and provides students with an opportunity to integrate acquired knowledge of host and parasite anatomy, biochemistry, physiology, ecology, and immunology. The course also covers the molecular biology of selected parasites. Lab exercises include examination of preserved and living organisms (obtained locally and maintained in the lab), as well as experimental design and evaluation. Formerly listed as BI 240. Two lectures, two labs. (Prerequisites: BI 170-172; CH 11-12, and CH 211-212) Four credits.

BI 342
Developmental Biology
This course explores how the transition from a single-celled, fertilized egg to a multicellular animal is accomplished, emphasizing the dynamic interactions that occur at the molecular level to tightly control developmental processes. Topics include mechanisms of cell fate and differentiation, the molecular basis of differential gene expression, analysis of the molecular cues regulating body axis formation, environmental regulation of animal development, and developmental mechanisms of evolutionary change. The laboratory for this course consists of student-designed group research projects using key animal model systems. Formerly listed as BI 242. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 352
Fundamentals of Microbiology

This comprehensive introduction to microbiology includes microbial cell structure, physiology, genetics, evolution and taxonomy, diversity, enumeration methods, ecology, and applied microbiology. Lab sessions introduce microbiological techniques (aseptic technique, microscopy, bacterial staining, culture techniques) and other methods to study the biology of microorganisms. Students use skills acquired in the lab to examine the diversity of microorganisms in the biosphere. Formerly listed as BI 252. Three lectures, one lab. (Prerequisites: BI 170-172, CH 211-212) Four credits.

BI 354
Molecular Biology

This introduction to molecular biology examines protein structure, DNA structure, RNA structure, the roles of DNA and RNA in protein synthesis, and the replication and repair of DNA and RNA in eukaryotic and prokaryotic cells, and relates the effects of mutations to DNA, RNA, and proteins. Formerly listed as BI 254. Three lectures. (Prerequisite: BI 170-172) Three credits.

BI 356
Immunology

This introduction to immunology covers the humoral and cellular basis of immune response, emphasizing antigens, the structure and function of immunoglobulins, antibody formation, and living/experimental manifestations of the immune response. Formerly listed as BI 256. Three lectures. (Prerequisite: BI 170-172) Three credits.

BI 357
General Virology

This introductory course covers the entire field of virology, with a special emphasis on animal viruses. Coverage centers on the physical, biochemical, and biological aspects of each bacterial and animal virus class. Discussion stresses viral morphology; replication and assembly; pathogenesis of viral infections; and the epidemiology, prevention, and control of viral diseases. Formerly listed as BI 257. Three lectures. (Prerequisite: BI 170-172) Three credits.

BI 358
Recombinant DNA Technology

This course provides biology majors with practical experience in recent advances in molecular biology and biotechnology. The course allows students to become familiar with the manipulation of genetic material (DNA) and to understand the techniques used for isolation and characterization of genes. Lab sessions cover topics such as the principles of aseptic technique, isolation of plasmid DNA from bacteria, transformation of bacteria and yeast, restriction enzyme digestion, agarose and polyacrylamide gel electrophoresis, and gene manipulation. One lecture, two labs. Formerly listed as BI 258. (Prerequisites: BI 170-172 or BI 354, CH 211-212) Three credits.

BI 362
Marine Invertebrate Zoology

Students study the phylogeny, morphology, and physiology of the major marine invertebrate groups with emphasis on local fauna. The laboratories include field trips to the coast to collect specimens for identification and study. Formerly listed as BI 262. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 365
Evolutionary Biology

The course begins with an examination of the intellectual origins of biological thought and includes a study of the historical factors that contributed to Charles Darwin's development of the theory of evolution. Topics include the evidence for evolution, the forces affecting evolution (e.g., mutation, migration, genetic drift, and selection), and natural selection as the basis of adaptation, as well as the philosophical and practical aspects of defining species and reconstructing phylogenetic relationships. Students critique (individually and in groups) current papers in evolutionary biology on topics such as punctuated equilibrium theory, Darwinian medicine, human origins, co-evolutionary arms races, systematics and biodiversity, and the evolution of sex. Formerly listed as BI 285. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 368
Plant Biology: Evolution, Diversity, and Environment

This course covers the evolutionary process before moving on to evolution and diversity of land plants from bryophytes and ferns to gymnosperms and angiosperms. Students examine the environmental impact of using plants for food production and are expected to assemble a field plant collection. Formerly listed as BI 268. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 369
Plant Biology: Morphology, Biochemistry, and Physiology

This advanced study of gymnosperms and angiosperms emphasizes morphology, biochemistry, and physiology, including the structure, function, and development of conifers, monocots, and dicots. The course relates biochemistry and physiology of plant processes to contemporary topics in genetic engineering of plants. Formerly listed as BI 269. Three lectures, one lab. (Prerequisite: BI 170-172) Four credits.

BI 370
Environmental Health and Safety

This course focuses on the environmental health and safety aspects associated with use of and exposure to biologicals, chemicals, and radiation, examining the risks, hazards, and environmental impact associated with hazardous materials. The course reviews methods to minimize risk and environmental pollution; federal and state regulations associated with hazardous materials; conducting safety audits and inspections in the lab context; and proper methods of hazardous material disposal. Formerly listed as BI 270. Two lectures, one lab. (Prerequisites: CH 11-12) Three credits.

BI 382
Principles of Aquaculture Seminar/Lab

Open to juniors and seniors. This course introduces students to the rapidly growing science of aquaculture, or fish farming. Using a comprehensive approach, the course covers the history, potential, descriptions, management, feeding, diseases, regulations, permitting, and marketing of aquatic animals and plants. Course format: seminar; students read, analyze, and present technical papers from the primary literature. The laboratory focuses on the setup, maintenance, and operation of small-scale aquaculture production systems for growing tilapia. This course satisfies the capstone course requirement for biology majors. Three lectures; one lab. (Prerequisites: BI 76 or BI 170-172, or permission of the instructor) Four credits.

BI 383
Coral Reef Ecology Seminar

Students study the complex ecological relationships among the various plants and animals inhabiting coral reef communities. This course discusses reef development, coral symbiosis and growth, reef trophic dynamics, behavior of coral reef fish and invertebrates, and the effects of pollution on the coral reef ecosystem. Course format: seminar. Students read, analyze, and present technical/research papers from the primary literature. Formerly listed as BI 263 and more recently as BI 363. (Prerequisite: BI 170-172) Three credits.

BI 384
Parasitology Seminar

Students analyze and present primary literature representing current areas of active research in parasitology, with a focus on protist and animal parasites of humans. Initial presentations build on student backgrounds; the second presentation provides an opportunity to explore a new area of biological research. The breadth of the host-parasite relationship – anatomical, physiological, immunological, genetic, molecular – provides the platform for a capstone experience. Students obtain permission of the instructor prior to enrolling so that required readings may be tailored to the enrollment of each class. This course fulfills the capstone requirement or the morphology/physiology block requirement. (Prerequisites: BI 170-172 and two electives at the 300 level) Three credits.

BI 385
Molecular Mechanisms of Human Disease Seminar

This seminar covers the molecular and cellular events that underlie important human diseases. Students learn to critically analyze and interpret primary literature on the molecular aspects of such diseases as cancer, diabetes, heart disease, and AIDS. Students lead a review and in-depth discussion of selected articles at each meeting, using these acquired skills to survey a particular topic of their choice and write a concise, comprehensive review of the relevant literature for their final project. (Prerequisites: BI 170-172, CH 211-212, and one additional upper-level course in the molecular/cellular block. Permission of the instructor is also required) Three credits.

BI 386
Bacterial Pathogenesis Seminar

This course examines the role of prokaryotes in disease, with an emphasis on the genetics and physiology of the mechanisms of pathogenesis. Topics include aspects of the human immune response, host-parasite relationships, and the epidemiology of infectious disease. Formerly listed as BI 353. Three lectures. (Prerequisite: BI 352) Three credits.

BI 387
Experimental Design Seminar

This course discusses methods and principles of conducting experimental research through lecture and literature survey, with a strong emphasis on field (not lab) approaches to ecology, evolution, and environmental science. The course presents experimental design and sampling techniques to investigate topics from the level of autoecology to the ecosystem and demonstrates the relationship between statistics and experimental design for specific research problems. Students review and critique examples from the primary literature. Formerly listed as BI 362. (Prerequisites: BI 170-172, BI 260) Three credits.

BI 388
Ecology of the North Atlantic Coast

This seminar examines the processes that generate ecological patterns in North Atlantic coastal ecosystems with a focus on the ecology of salt marshes, tidal rivers, sandy beaches, and rocky shores, and the human impact on these systems. The course centers on student-led discussions of readings from scientific literature and satisfies the biology capstone requirement. (Prerequisite: BI 170-172) Three credits.

BI 391-392
MUSE Research (See Marine Science Program)

With faculty assistance and approval, students design and carry out a research project. The project may involve scientific observation, testing, and recording – a study of water quality in a stream or Long Island Sound, for example. It may call for practical environmental work, such as restoring degraded habitats in Cove Island Park, or it may serve an educational purpose such as preparing exhibits or environmental lesson plans for SoundWaters. Long Island Sound and its watershed offer diverse study subjects. Three credits.

BI 393-394
MUSE Internship (See Marine Science Program)

As an intern at SoundWaters Community Center for Environmental Education, students assist educators teaching ecology to urban elementary, middle, and high school students in the SoundWaters after-school programs. Students also teach aboard the schooner, SoundWaters, and participate in overnight educational programs offered aboard the vessel. This course meets the U.S. diversity requirement. Six credits.

BI 395-396
Independent Research I and II

This course requires a research thesis involving laboratory investigation. Seniors and qualified juniors obtain the consent of the professor supervising their research interest area prior to registering for this program. Past topics include aquatic ecology, bacterial ecology and physiology, biochemistry, cell-wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant/insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations. Three credits per semester.

BI 397-398
Internships

Available for junior- and senior-level biology majors in good academic standing. While variable and subject to availability, the department currently offers internships for students interested in allied health, environmental science, marine science, medicine, dentistry, biotechnology, and emergency medicine. Other internships are subject to individual arrangement. Students provide their own transportation and must discuss their internships with the department chair and obtain consent of the supervising professor prior to registering for this course. Credit by arrangement.

PROGRAM IN
BLACK STUDIES: AFRICA AND THE DIASPORA

Faculty

Director
Petry *(History)*

Advisory Committee
Anderson *(Sociology and Anthropology)*
Bucki, Coury, Forsythe *(History)*
Garvey, O'Driscoll, Tomlinson *(English)*
Mazon *(Office of Multicultural Relations,ex-officio)*
Orman *(Politics)*
Torff *(Visual and Performing Arts)*

This program explores the African diaspora and its interaction with culture and society in the Americas. Interdisciplinary in nature, the program combines humanities courses from literature, music, and film, together with the social sciences and history, to provide students with an understanding of the far-reaching impact of race and ethnicity across continents. It explores the reality of African-Americans in the United States, but in a broader historical and comparative perspective that is informed by the experiences of people of African descent throughout the Americas.

Requirements

For an 18-credit minor in Black studies, students complete the following:

- BL 101 Introduction to Black Studies
- Five additional courses drawn from the social sciences or history and from the humanities; no more than three courses can come from either area. The five courses must represent three different disciplines. At least three must be "focus" courses; the other two may be "component" courses.

Focus Courses

English

EN 288	Sub-Saharan African Literature
EN 339	African-American Literature and Culture, 1900 to 1940
EN 340	Seminar on Alice Walker
EN 341	Early African-American Literature
EN 344	African-American Fiction, 1940 to Present
EN 371	African-American Women's Writing

History

HI 262	African-American History, 1619 to 1865
HI 263	Inventing Themselves: African-American Women in U.S. History
HI 264	African-American History, 1865 to Present
HI 291	Africans in the New World, 1500 to 1800

Politics

PO 141	African Politics

Visual and Performing Arts

MU 101	The History of Jazz
MU 112	The Music of Black Americans

Component Courses

English

EN 337	Race, Culture, and American Realism
EN 348	Contemporary Women Writers of Color

History

HI 238	The United States, 1850 to 1900
HI 239	20th-Century United States
HI 342	Immigration, Ethnicity, and Race in U.S. History
HI 376	The Spanish Caribbean: Cuba, Santa Domingo and Puerto Rico from Columbus to Castro

Politics

PO 143	Caribbean Politics

Religious Studies

RS 235	Liberation Theology
RS 236	African-American Religious Strategies

Sociology

SO 162	Race, Gender, and Ethnic Relations
SO 163	Urban/Suburban Sociology

Visual and Performing Arts

AH 12	Introduction to the Art History of Asia, Africa, and the Americas
MU 112	The Music of Black Americans
MU 122	World Music History and Ensemble

A list of approved courses for the minor is available from the program directors.

Course Description

BL 101
Introduction to Black Studies
This course provides an interdisciplinary introduction to the field of Black studies, looking back to African contexts and the effects of colonialism, to the Atlantic slave trade and the Middle Passage, and to the arrival of Africans in the Americas. It examines the experiences of people of African descent in Latin America and the Caribbean, and explores U.S. history and culture from African-American perspectives. Grounded in history and relying throughout on literary expression for illustration, the course introduces students to film, painting and sculpture, and music as well as to approaches based in sociology, anthropology, politics, and religious studies. This course meets the U.S. diversity requirement. Three credits.

DEPARTMENT OF CHEMISTRY

Faculty

Professors
Elder, S.J.
MacDonald
O'Connell, *chair*
Sarneski

Associate Professors
K. Steffen
Weddle

Assistant Professor
Kubasik

Lecturers
Cipolla
Reilly-Wiedow
Sobczynski

Modern chemistry is an interdisciplinary subject that integrates its own knowledge with that of physics and mathematics, and applies the result to solve problems in a wide variety of areas including the biological sciences and technology. The curriculum for chemistry majors emphasizes fundamental principles and applications. Courses develop critical thinking, problem-solving skills, and experimental technique, and provide ample preparation for future study at the graduate level or in professional programs.

A bachelor of science in chemistry is a very flexible undergraduate major. In addition to a career in chemistry, this degree provides a base for study and practice of medicine, environmental science, forensic science, pharmacology, materials science, business, law, and more. Effectively, a student has not closed any career options by pursuing a chemistry degree.

The Department of Chemistry and its curriculum are certified by the Committee on Professional Training of the American Chemical Society. Certified programs are defined by high quality faculty, curriculum, facilities, and available resources.

Requirements

The bachelor of science degree in chemistry can be achieved by following one of three tracks. Following the first track, students earn a B.S. in chemistry. This basic degree track would be suited to those students interested in medical, dental, law, or business schools. Students choosing the second track receive a B.S. in Chemistry that is certified by the American Chemical Society and features more in-depth laboratory work and research experience. The third track is referred to as the biochemistry option. The ACS certified tracks are recommended for students seeking employment in the chemical industry or wishing to pursue a Ph.D program in chemistry or biochemistry.

Bachelor of Science with a Major in Chemistry

	Credits	
First Year	*Fall*	*Spring*
CH 11-12 General Inorganic Chemistry I and II	3	3
CH 11-12 General Inorganic Chemistry I and II Lab	1	1
OR		
CH 17-18 Introductory Inorganic Chemistry I and II with Lab	4	4
MA 121-122 Applied Calculus I and II	3	3
PS 83-84 General Physics I and II	3	3
PS 83L-84L General Physics Lab	1	1
Core courses	6	6
Sophomore Year		
CH 211-212 Organic Chemistry I and II	3	3
CH 211-212 Organic Chemistry I and II Lab	2	2
CH 222 Chemical Analysis		3
CH 222 Lab for Chemical Analysis		2
MA 225 Applied Calculus III	3	
MA 321 Ordinary Differential Equations		3
Core courses and electives	9	6
Junior Year		
CH 261-262 Physical Chemistry I and II	3	3
CH 261L-262L Lab for Physical Chemistry I and II	1	1
CH 326 Chemical Instrumentation	3	
CH 326 Instrumental Analytical Chemistry Lab		2
Core courses and electives	9	9
Senior Year		
CH 341 Advanced Inorganic Chemistry	3	
CH 324 Biochemistry I		3
CH 324 Lab for Biochemistry I		1
Core courses and electives	12	12

Bachelor of Science with a Major in Chemistry – ACS Certified Curriculum

	Credits	
First Year	*Fall*	*Spring*
CH 11-12 General Inorganic Chemistry I and II	3	3
CH 11-12 General Inorganic Chemistry I and II Lab	1	1
OR		
CH 17-18 Introductory Inorganic Chemistry I and II with Lab	4	4
MA 121-122 Applied Calculus I and II	3	3
PS 83-84 General Physics I and II	3	3
PS 83L-84L General Physics Lab	1	1
Core courses	6	6
Sophomore Year		
CH 211-212 Organic Chemistry I and II	3	3
CH 211-212 Organic Chemistry I and II Lab	2	2
CH 222 Chemical Analysis		3
CH 222 Lab for Chemical Analysis		2
MA 225 Applied Calculus III	3	
MA 321 Ordinary Differential Equations		3
Core courses and electives	9	6
Junior Year		
CH 261-262 Physical Chemistry I and II	3	3
CH 261L-262L Lab for Physical Chemistry I and II	1	1
CH 326 Chemical Instrumentation	3	
CH 326 Instrumental Analytical Chemistry Lab		2
Core courses and electives	9	9
Senior Year		
CH 341Advanced Inorganic Chemistry	3	
CH 341 Lab for Advanced Inorganic Chemistry	1	
CH 324 Biochemistry I		3
CH 324 Lab for Biochemistry I		1
CH 398 Research and Seminar		3
Core courses and electives	12	9

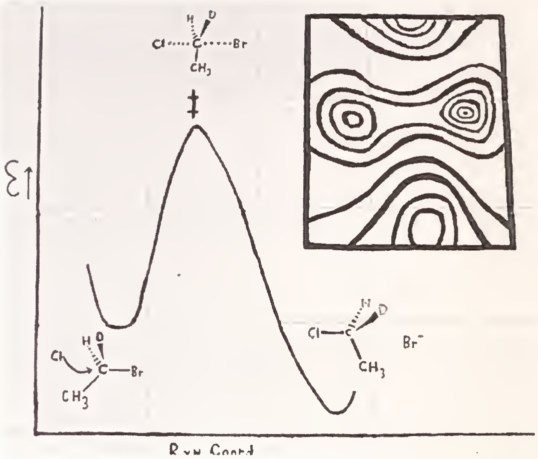
- Students intending to enter primary or secondary school teaching should consult annually with the chairs of the departments of Chemistry and Education for appropriate modifications of this curriculum.
- Students intending to enter medical or dental school should consult with the chair of the Chemistry Department for appropriate modifications of this curriculum, which will include taking BI 170-171 in freshman year in place of PS 83-84, which is then taken in sophomore year.

- Students may elect to take CH 324 Biochemistry in the junior year.
- Note that CH 398 Research and Seminar may be taken for one, two, or three credits.
- Students are encouraged to participate in summer research experiences on or off campus. At the discretion of the Chemistry Department, involvement in summer research such as a National Science Foundation Research Experience for Undergraduate Programs may be counted toward the research requirement for American Chemical Society certification. Each case will be evaluated individually by the department.
- All research for credit will be consistent with the American Chemical Society/Committee for Professional Training guidelines.

Bachelor of Science with a Major in Chemistry – Biochemistry Option

	Credits	
First Year	*Fall*	*Spring*
CH 11-12 General Inorganic Chemistry I and II	3	3
CH 11-12 General Inorganic Chemistry I and II Lab	1	1
OR		
CH 17-18 Introductory Inorganic Chemistry I and II with Lab	4	4
BI 170-171 General Biology	4	4
MA 121-122 Applied Calculus	3	3
Core courses	6	6

Sophomore Year		
CH 211-212 Organic Chemistry I and II	3	3
CH 211-212 Organic Chemistry I and II Lab	2	2
CH 222 Chemical Analysis		3
CH 222 Lab for Chemical Analysis		2
PS 83-84 General Physics I and II	3	3
PS 83L-84L General Physics Lab	1	1
MA 225 Applied Calculus III	3	
MA 321 Ordinary Differential Equations		3
Core courses and electives	6	1



Junior Year			
CH 261-262 Physical Chemistry I and II	3		3
CH 261L-262L Lab for Physical Chemistry I and II	1		1
CH 326 Chemical Instrumentation	3		
CH 324 Biochemistry I			3
CH 324 Lab for Biochemistry I			1
Core courses and electives	9		9

Senior Year			
CH 325 Biochemistry II	3		
CH 341 Advanced Inorganic Chemistry	3		
CH 326 Instrumental Analytical Chemistry Lab			2
Core courses and electives	6		9
Choice of one of the following:	3	or	3
BI 261 Genetics			
BI 352 Fundamentals of Microbiology			
BI 365 Evolutionary Biology			
Optional:			
CH 398, Research and Seminar	3	or	3

The biochemistry sequence places a greater emphasis on biochemistry and the life sciences. Students pursuing this track will be well prepared for professional schools in the life sciences, graduate schools in biochemistry and the more traditional fields of chemistry, as well as employment in chemical, environmental, or health-related fields. Note: Due to the additional lab component of the biochemistry option, CH 398 is recommended but not required for the B.S. or American Chemical Society certification.

Minor in chemistry

A minor in chemistry requires six courses in chemistry. At least four of these courses must carry course numbers of 200 or greater. One of these four courses must be a course in physical chemistry (CH 202 or CH 261).

Minor in Biochemistry

Traditionally, many students majoring in biology have taken a chemistry minor. This puts them in a strong position when seeking entrance to graduate or professional schools or the job market. In many cases, their position is strengthened if they can point to a minor in biochemistry.

The biochemistry minor consists of the following:

Course	Prerequisite(s)	Credits
CH 11 General Inorganic Chemistry I with Lab	None	4
CH 12 General Inorganic Chemistry II with Lab	CH 11	4
CH 211 Organic Chemistry I with Lab	CH 12	5
CH 212 Organic Chemistry II with Lab	CH 211	5
CH 202 Elements of Physical Chemistry	CH 212 PS 83-84* MA 121-122* or equivalents	3
CH 324 Biochemistry I	CH 212 CH 202 or CH 261	3
CH 325 Biochemistry II	CH 324	3

**PS 83-84 and MA 121-122 or equivalents are required of all physical science majors.*

Course Descriptions

CH 10

Chemistry – Sights and Insights

This course, which fulfills a science requirement and has no prerequisites, presents chemistry via lecture, demonstration, and laboratory work. The course provides students with insights into the microscopic world of atoms and molecules to better understand the macroscopic, observable properties of real substances, and applies the models developed in the course to representative substances from inorganic, organic chemistry, and biochemistry. Three credits.

CH 11-12

General Inorganic Chemistry I and II

This two-semester, sequential course covers atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometrics of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, and chemistry of coordination compounds. Three credits per semester.

CH 11-12

General Inorganic Chemistry and Introductory Inorganic Chemistry Lab

This lab offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments demonstrate and supplement concepts introduced in lecture. The first semester emphasizes weighing, filtering, titrating, using volumetric glassware, observing data, and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems. One credit.

CH 17-18

Introductory Inorganic Chemistry I and II with Lab

Students who exhibit a particularly strong background in chemistry – based on the results of their freshman orientation examinations – are invited to take this two-semester course. Available lab space limits the number of students in the course. Course topics match those of CH 11-12, however, the pace, depth, and order of lecture presentation differs. This course interweaves lab and lecture components as much as possible; experimental student "discoveries" in lab often serve as a departure point for lectures. Students develop the experimental acumen necessary to perform basic chemical operations and use these acquired skills to probe chemical phenomena. Three lectures; one recitation section; one lab. Four credits per semester.

CH 33

Chemistry of the New Nutrition

This course fulfills a science requirement. Based on biochemist Roger J. Williams' concept of biochemical individuality, the course presents nutrition from the viewpoint of the chemist: Fats and carbohydrates provide the primary chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. The course also includes, but does not emphasize, concepts of classical nutrition, such as the minimal daily nutrient requirements. Three credits.

CH 83
Survey of Chemistry
This one-semester course presumes no previous chemistry and fulfills a science requirement. The course consists of an introduction to atomic and molecular structure and the correlation of structural models to observable phenomena. The course discusses topics of historical and current relevance to society, including environmental issues, energy sources, natural products, and the application of chemistry in industry and medicine. Three credits.

CH 84
General Chemistry for Health Science
This course introduces the general principles of chemistry (matter and measurement, atomic and molecular structure, energetics, acids and bases, oxidation, and reduction) in a manner that prepares students to relate to properties of organic materials and biologically relevant substances such as carbohydrates, lipids, peptides, proteins, and nucleic acids. Approximately two-thirds of the course focuses on general principles; the remainder introduces organic and biologically relevant substances. This course is directed primarily to School of Nursing students, who are required to take a lab component. The lecture course satisfies a core requirement. Three credits.

CH 84
General Chemistry for Health Science Lab
This lab illustrates lecture concepts of CH 84 and allows students to observe relevant physical systems. One credit.

CH 85
Chemistry, Energy, and the Environment
This course explores the flow of energy in modern society from the perspective of chemistry. Topics include hydrocarbons; biomass; and hydro, solar, tidal, wind, and nuclear energy sources. Students consider the source of energy, how it is harvested, and the short- and long-term environmental consequences of using each energy source and how these consequences are determined. The course uses the concepts of bonding, thermodynamics, kinetics, and work to investigate these and related ideas. The course also discusses economic and political forces that shape our use of energy. Three credits.

CH 86
Chemistry and Art
This basic chemistry course with a strong orientation to the visual arts fulfills a core science requirement. Basic concepts include atoms, molecules, elements, compounds, the periodic table, chemical bonding and reaction, acids and bases, oxidation and reduction, and polymers. The lab employs these concepts to examine aspects of art media such as light, color, dyes, paint, metals, stone, ceramics, glass, plastics, paper, and fibers. Three credits.

CH 202
Elements of Physical Chemistry
This course, intended primarily for biology majors and students preparing to teach science in the secondary school setting, emphasizes the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics, with a special emphasis on the physiochemical properties of living systems. (Prerequisites: CH 11-12 or CH 17-18, PS 83-84, and MA 121-122, or equivalent) Three credits.

CH 202
Elements of Physical Chemistry lab
Lab experiments illustrate the principles discussed in class, (thermodynamics, kinetics, chemical equilibrium). (Co-requisite: CH 202 lecture) One credit.

CH 211
Organic Chemistry I
This course, an introduction to the chemistry of carbon compounds, discusses common functional groups from the perspective of molecular structure. Areas of emphasis include structure and characterization, preparation or organic synthesis, and the relations of physical and chemical properties to molecular structure. Stereochemical concepts introduced early in the course are used throughout. (Prerequisite: CH12 or CH 18) Three credits.

CH 212
Organic Chemistry II
This course is a continuation of CH 211 and presents the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The course relates the chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins, and nucleic acids to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout. (Prerequisite: CH 211) Three credits.

CH 211-212
Organic Chemistry I and II Lab
The first semester of this lab emphasizes the manipulative techniques of separation, purification, analysis, and simple syntheses. The second semester emphasizes investigative experiments, more complex synthesis, and qualitative organic analysis. (Co-requisite: CH 211-212 lecture) Two credits per semester.

CH 222
Chemical Analysis

This course provides the theoretical basis for the required laboratory. Topics include statistics, chemical equilibria and their analytical applications (acid-base, oxidation-reduction, complex formation, precipitation), electroanalytical chemistry, spectroanalytical chemistry, and chemical separations. (Prerequisite: CH 12 or CH 18; Co-requisite: CH 222 lab) Three credits.

CH 222
Chemical Analysis Lab

Students explore quantitative aspects of chemistry through the analysis of unknowns and the characterization of chemical equilibrium, and pursue classical and instrumental methods of analysis. (Co-requisite: CH 222 lecture) Two credits.

CH 261-262
Physical Chemistry I and II

A two-semester sequential offering for chemistry and physics majors, this course covers thermodynamics of gases, pure liquids, and both electrolyte and non-electrolyte solutions. Additional topics include chemical equilibrium, transport phenomena, reaction kinetics, quantum mechanics, spectroscopy, and statistical mechanics and statistical thermodynamics. (Prerequisites: CH 12 or CH 18, MA 122, and PS 84) Three credits per semester.

CH 261-262
Physical Chemistry Labs

This course demonstrates and verifies concepts covered in lecture courses CH 261 and CH 262. Each lab meets weekly for three hours, during which students perform experiments with precision and care. The course incorporates current technology into each experiment and uses computers in data acquisition, reduction, and reporting. An extensive journal-style report format serves as the vehicle for performance evaluation and builds upon the previous two years of chemistry lab experience. The course places special emphasis on data handling techniques and the accurate recording of observations. (Co-requisite: CH 261-262 lecture) One credit per semester.

CH 321
Advanced Organic Chemistry

This course moves students closer to the research areas of organic chemistry. Major topics include molecular orbital theory and its applications to molecular structure and reaction mechanisms, and organic synthesis with emphasis on factors contributing to chemoselectivity, regioselectivity, and stereoselectivity. (Prerequisite: CH 212. Co-requisite: CH 262) Three credits.

CH 321
Advanced Organic Chemistry Lab

Students in this lab work, for most of the term, on an assigned project, usually a multistep synthesis, which integrates rudimentary separation, purification, and characterization techniques introduced in CH 211-212. The course requires a written report. Two labs. (Prerequisite: CH 212) Two credits.

CH 324
Biochemistry I

Topics include fundamental concepts of biochemistry such as protein structure and function; metabolism and biosynthesis; and storage, transmission, and expression of genetic information. (Prerequisites: CH 212, CH 261 or CH 202 or departmental permission) Three credits.

CH 324
Biochemistry I Lab

This course covers fundamental operations in biochemistry including isolation, analysis, and investigation of the function of selected proteins, carbohydrates, lipids, and nucleic acids. One credit.

CH 325
Biochemistry II

This course provides further study of biochemical systems, emphasizing structure and function in macromolecules and multimolecular complexes and interactions in complex physiological systems. (Prerequisite: CH 324) Three credits.

CH 326
Chemical Instrumentation

Students study chemical analysis in detail, using modern instrumentation. Students explore current methods of analysis, theory of transduction, implementation of instrumental principles, and physical theory of chemical systems in the context of the goals of the analytical problem and consider examples of applications. (Prerequisite: CH 222) Three credits.

CH 326
Instrumental-Analytical Chemistry Lab

This course exposes students who have already been introduced to the theory of classical (CH 222 or CH 240) and instrumental (CH 326 or CH 240) methods of analysis to problem solving using a variety of physical and chemical methods. The early portion of this course consolidates the classroom principles of analytical chemistry into a holistic understanding of analytical chemistry, giving students a further appreciation of the general considerations made when designing an approach to problem solving in analysis. Students receive hands-on exposure to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and troubleshooting, exposure to solving real-world analytical problems, and use of small computers and interfaces in the lab. The course emphasizes oral communication of results among all lab participants. (Prerequisites: CH 222, CH 326 course) Two credits.

CH 341
Advanced Inorganic Chemistry
This course views elemental chemistry from the perspective of structure and reactivity, emphasizing the use of physical methods in the elucidation of structure and incorporating selected principles of group theory (symmetry) and theoretical chemistry into these discussions. The chemistry of transition metal ions receives considerable treatment. (Prerequisite: CH 262) Three credits.

CH 341
Advanced Inorganic Chemistry Lab
This course offers a variety of inorganic compounds for synthesis in the lab. Students prepare several compounds of their choice, perform individual projects to study the properties of these compounds, and present a poster-assisted oral description of their project results as part of a required final report. (Prerequisite: CH 262) One credit.

CH 363
Advanced Topics
This course, intended for second semester senior chemistry majors, offers a detailed, advanced treatment of topics from any of the four major fields of chemistry, tailoring topics in a given semester to meet the needs and interests of enrolled students. Professors vary based on chosen topics. (Prerequisite: CH 341) One, two, or three credits.

CH 398
Research and Seminar
Students undertake a research project in conjunction with a faculty member and present two seminars: one pertaining to a literature topic, the other focused on their research. (Prerequisite: by departmental permission) One, two, or three credits.

CH 399
Independent Study
This course, designed for students seeking an in-depth examination of a pre-specified area under the close direction of a faculty member(s) presents topics not routinely encountered in the normal course sequence. (Prerequisite: CH 262 or CH 202 or by departmental permission.) Three credits.

Chinese

(see Modern Languages and Literatures)

PROGRAM IN
CLASSICAL STUDIES

Faculty

Professors
Kelley, S.J., *ex officio*
Rosivach, *director*

Lecturer
McCoy

Liaison Faculty
Long *(Philosophy)*
Schwab *(Visual and Performing Arts)*

The Program in Classical Studies provides students with a broad background in the history and culture of classical antiquity, both as an aid to their general cultural education and to assist them in their own major fields. Courses are offered in Latin and Greek, and in English translation.

The Program in Classical Studies offers two minors. The 24-credit bachelor of arts with classics, intended for students wishing to focus on the ancient languages, consists of four courses each in Latin and Greek.

The 15-credit minor in classical studies is a broader program, consisting of five or more courses drawn from the program's offerings and from related courses in other departments, including the following:

Art History

AH 110	The Ancient Near East, Egypt, and the Aegean Bronze Age
AH 111	Greek Art and Archaeology
AH 112	Etruscan and Roman Art and Archaeology
AH 210	Myth in Classical Art

English

EN/W209	Classical Rhetoric and Contemporary Applications

Philosophy

PH 236	Plato
PH 237	Aristotle

Appropriate courses used for the minor in classical studies may also be used simultaneously to fulfill the core requirements in history, philosophy, arts, English literature, and foreign language.

Students may also design a major in classical studies as an individually designed major (see page 114).

The program also makes available, as a general service to the University, courses in English and the original languages for those interested in specific aspects of classical antiquity.

Course Descriptions

Classical Civilization

CL 103*/EN 203
Masterpieces of Greek Literature in English Translation
This course surveys major works of ancient Greek literature, emphasizing the content of this literature as a key to understanding classical Greek civilization and as meaningful in a contemporary context. Three credits.

CL 104*/EN 204
Masterpieces of Roman Literature in English Translation
This course surveys major works of Roman literature of the republic and early empire, emphasizing the content of this literature as a key to understanding Roman civilization, and as meaningful in a contemporary context. Three credits.

**May be taken to fulfill the core requirement in English literature*

CL 115**
Greek Civilization
Students study the Greek experience: the social and cultural values, political institutions, and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. Knowledge of Greek is not required. Three credits.

CL 116**
Roman Civilization
Roman civilization spanned more than 1,000 years of history and culture, and influenced western society in profound ways. This course traces Rome's development from a small local tribe to a world power, examining how it expanded and conquered the Mediterranean and absorbed into its culture aspects of the peoples it defeated. The course considers the many features of Roman society that defined Roman life and culture, and the factors that led to Rome's decline and transition to the medieval and Byzantine worlds. Knowledge of Latin is not required. Three credits.

***May be taken to fulfill the core requirement in history.*

CL 121
Myth in Classical Literature
This course introduces students to classical mythology through an examination of the diverse ways in which myth and legend are treated in the literatures of ancient Greece and Rome. Students read texts in English translation; knowledge of Greek or Latin is not required.This course may be taken to fulfill the core requirement in English literature. Three credits.

CL 131
Athenian Democracy
This course presents a detailed examination of the world's first democracy, that of Athens in the fifth and fourth centuries B.C.: its origins, its historical context, its functionality, its underlying ideology, its opponents' criticisms, and its similarities to and differences from contemporary American democracy. Three credits.

CL 132
The Roman Revolution
This course presents a comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the second-century B.C. through the reign of Augustus, with special attention given to Rome's response to the cultural and governmental challenges imposed by its growing empire and how its responses forever changed the course of Western civilization. Three credits.

CL 141
Archaeological Excavation Field Work
This is an intensive hands-on experience in field excavation methods and techniques at a previously approved Mediterranean site. Three credits.

CL 399
Capstone Project in Classics
Students completing an individually designed major in classical studies develop and carry out a major project that allows them to pull together the multiple threads of their interdisciplinary major. (Prerequisites: at least seven courses in the individually designed major) Three credits.

Greek

GR 11
Elementary Attic Greek
Students study the grammar of Attic Greek. The course employs readings in easier authors to develop a practical reading knowledge of ancient Greek. Three credits.

GR 101-102
Intermediate Greek Readings
This two-semester course includes intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature. This course fulfills the core requirement in foreign languages. (Prerequisites: GR 11 or equivalent) Three credits per semester.

GR 325-326
Advanced Greek Readings
Students complete extensive readings of selected works of ancient Greek literature in this two-semester course. (Prerequisite: GR 101-102) Three credits per semester.

Latin

LA 11
Basic Latin
The course presents an intensive study of Latin grammar. Students who complete this course normally continue in LA 101-102. Four credits.

LA 101-102
Readings in Latin Prose and Poetry
For students with a high school background or the equivalent in Latin, this course fills out that background through extensive readings in the principal authors and genres not read in high school. The two-semester course fulfills the core requirement in foreign languages.Three credits per semester.

LA 321-322
Latin Poetry
Students undertake extensive readings of selected authors of Latin poetry in this two-semester course. (Prerequisite: LA 101-102) Three credits per semester.

LA 323-324
Latin Prose
Students undertake extensive readings of selected Latin prose authors in this two-semester course. (Prerequisite: LA 101-102) Three credits per semester.

DEPARTMENT OF
COMMUNICATION

Faculty

Professor
Keenan

Associate Professor
Crabtree, *chair*

Assistant Professors
Nedela *(emeritus)*
Ryan
Wills

Lecturers
Crawley
Devitt
Johnson
Larkin
Pagano

The study of communication at Fairfield University focuses on the description and analysis of how human beings acquire, process, and use information in a variety of contexts. As one aspect of a liberal education, undergraduate work in communication helps students:

- become more aware of factors that influence and are influenced by human communication behavior;
- develop intellectually by providing a basis from which to analyze, synthesize, and critically evaluate messages from varied sources, including the media; and
- learn techniques and strategies to propose policies, advocate positions, and persuasively express themselves in various settings.

The Major

Requirements

To earn a 30-credit major in communication, students follow a program of study designed to develop breadth and depth of knowledge about human communication processes in a variety of contexts. The communication major consists of 10 three-credit courses, some specified by the department, others selected from approved lists by students based upon their own interests and objectives. Specifically, all communication majors complete a set of five (three-credit) required courses known as the communication core. In addition, with the aid of the communication faculty, students select one of three academic concentrations for in-depth study: organizational communication, media studies, or communication and the human condition. The requirements of the communication core and the areas of concentrated study are detailed below.

Communication Core (15 credits)
Required for all communication majors

CO 100	Human Communication Theories
CO 101	Argument and Advocacy
CO 200	Interpersonal Communication Theories (Prerequisites: CO 100, CO 101)
CO 230	Mass Media and Society (Prerequisites: CO 100, CO 101)
CO 309	Research Projects in Communication: The Capstone (seniors only)

- CO 100 and CO 101 are the foundational courses in the communication major. Students should plan to take both courses during the same semester, preferably during their sophomore year. CO 100 and CO 101 are the prerequisites to all 200- and 300-level communication courses.
- Students should plan to enroll in CO 200 and CO 230 after successful completion of the foundational courses – during the sophomore or junior year. CO 200 and CO 230 need not be taken during the same semester.
- Students should declare their area of concentrated study no later than one semester after successful completion of CO 100 and CO 101. Communication faculty advisors will help students create academic programs that best suit their intellectual interests and career objectives.
- Students complete CO 309 – the required capstone course – during their senior year.

Areas of Concentrated Study

Students select one area of concentrated study to complete their major requirements, completing a minimum of five three-credit courses in the selected area. Students select at least two courses (six credits) from a list of communication courses specific to their chosen area. In some cases, with advisor or chair approval, students may take required 200-level communication courses concurrently, even where one is listed as a prerequisite.

The remaining three areas of concentrated study courses (nine credits) are based upon students' interests and objectives, and are selected from an approved course list. Approved lists are published in the regularly updated *Department of Communication Handbook*, available from communication faculty advisors. Students select courses in consultation with their communication faculty advisor.

Area of concentrated study courses may not be double counted toward the University's general education core curriculum. These courses may, however, fulfill some requirements for related minors, which students should consider completing. Academic minors strongly recommended by the communication faculty are listed in the area of concentrated studies sections below.

The Department of Communication cannot control the frequency with which other University departments offer courses, including those related to the study of organizational communication, media studies, and communication and the human condition.

ORGANIZATIONAL COMMUNICATION (15 credits, minimum)

Organizational communication involves the critical analysis of the forms, functions, and effects of communication within business and professional settings.

Required Courses – Select a minimum of two from the following:

CO 220	Introduction to Organizational Communication (Prerequisite: CO 200)

AND at least one of the following:

CO 320	Communication Management: Training and Consulting (Prerequisite: CO 220)
CO 321	Communication Processes in Organizations: Negotiation (Prerequisite: CO 220)
CO 329*	Special Topics in Organizational Communication (Prerequisite: CO 220)

**Course currently under development.*

Elective Courses – Select a minimum of three

Approved elective courses are published in the Department of Communication Handbook, available from the communication faculty advisors. Sample courses include:

CO 201	Persuasion
CO 202	Group Communication
CO 340	Intercultural Communication

Relevant courses in the management, marketing, applied ethics, economics, English/writing, psychology, and sociology departments.

Note: Elective courses may not be double counted toward the University's general education core curriculum.

Related Minors

Communication majors who concentrate their studies in organizational communication are strongly encouraged to complete an academic minor in one of the following areas:

English (professional writing concentration),
economics,
management,
marketing,
international studies, or
international business.

Students who plan to complete a minor should choose their major elective courses wisely; courses selected for the major may be double counted for some minors.

MEDIA STUDIES (15 credits, minimum)

Media studies examines the creation, perpetuation, and reception of meaning through mass media and new communication technologies.

Required Courses – Select a minimum of two from the following; at least one must be a 300-level course:

CO 231	History of Mass Communication (Prerequisite: CO 230)
CO 236	Women and Mass Media (Prerequisite: CO 230)
CO 335	Globalization, Media, and Culture (Prerequisite: CO 230)
CO 342	Technoculture and Information Society (Prerequisite: CO 230)
CO 339	Special Topics in Media Studies (Prerequisite: CO 230)

Elective Courses – Select a minimum of three from the following:

Approved elective courses are published in the *Department of Communication Handbook*, available from the communication faculty advisors. Sample courses include:

CO 201	Persuasion
CO 341	International Communication

Relevant courses in applied ethics, English/writing, marketing, politics, sociology, and visual and performing arts (new media film, television, and radio).

Related Minors

Communication majors who concentrate their coursework in media studies are strongly encouraged to complete an academic minor in one of the following areas:

English (journalism concentration),
international studies,
new media film, television, and radio,
politics,
sociology, or
women's studies.

Students who plan to complete a minor should choose their major elective courses wisely; courses selected for the major may double count for some minors.

COMMUNICATION AND THE HUMAN CONDITION

(15 credits, minimum)

Communication and the Human Condition critically examines the role of communication in creating, sustaining, and transforming the human condition – past, present, and future.

Required Courses – Select a minimum of two

CO 201	Persuasion (Prerequisite: CO 101)
CO 340	Intercultural Communication (Prerequisite: CO 200)
CO 349	Special Topics: Constructing Social Identities (Prerequisite: CO 200)

Elective Courses – Select a minimum of three

Approved elective courses are published in the Department of Communication Handbook, available from the communication faculty advisors. Sample courses include:

CO 202	Group Communication
CO 341	International Communication
CO 335	Globalization, Media, and Culture

Relevant courses from the anthropology, applied ethics, economics, history, information systems, international studies, peace and justice studies, politics, and sociology.

Note: Elective courses may not be double-counted toward the University's general education core curriculum.

Related Minors

Communication majors who concentrate their coursework in communication and the human condition are strongly encouraged to complete an academic minor in:

environmental studies,
legal studies,
peace and justice studies,
psychology,
sociology/anthropology, or
women's studies.

Students who plan to complete a minor should choose their major elective courses wisely; courses selected for the major may double count for some minors.

Independent Study and Internship Policies

The Department of Communication offers credit for independent study – CO 396 (fall) and CO 397 (spring) – to highly self-motivated communication majors in their junior or senior year of studies. Interested students must discuss and document their independent study proposals with a member of the communication faculty before registering for credit. As a recommended elective course, CO 396-397 does not satisfy any requirements in the communication major (or minor), but counts towards graduation.

The Department of Communication also sponsors an active internship program for qualified (3.0 overall GPA) junior and senior majors. Students may earn no more than six internship credits. The internship courses – CO 398 (fall) and CO 399 (spring) – are recommended electives that do not satisfy requirements in any of the areas of concentrated study within the communication major, but do count towards graduation. Communication majors interested in applying for an internship complete the departmental internship application forms before registering for CO 398 or CO 399.

Minor in Communication

To earn a 15-credit minor in communication, students are required to complete the following five three-credit courses:

CO 100	Human Communication Theories
CO 101	Argument and Advocacy
CO 200	Interpersonal Communication Theories (Prerequisites: CO 100, CO 101)
CO 230	Mass Media and Society (Prerequisites: CO 100, CO 101)

Any 300-level course offered by the Department of Communication except CO 396-397 Independent Study and CO 398-399 Internship.

Communication minors may not enroll in CO 396-397 or CO 398-399. Communication majors receive priority registration for all CO courses; the Department of Communication cannot, therefore, guarantee course availability for communication minors due to the large number of communication majors.

Course Descriptions

CO 100
Human Communication Theories
This course introduces major theoretical perspectives that inform communication scholarship. This foundational course for the major emphasizes understanding human communication as a symbolic process that creates, maintains, and alters personal, social, and cultural identities. Students critique research literature in the communication field in this course, which is a prerequisite for all 200- and 300-level communication courses. Three credits.

CO 101
Argument and Advocacy
This introduction to public speaking and the advocacy process includes topic identification; methods of organization, research, selection, and arrangement of support materials; audience analysis and adaptation; patterns and fallacies of reasoning; uses of evidence; logical proof; and refutation. Students practice and critique informative and persuasive presentations in this course, which is a prerequisite for all 200- and 300-level communication courses. Three credits.

CO 200
Interpersonal Communication Theories
An examination of one-to-one relationships from a variety of theoretical perspectives, this course focuses on the centrality of communication in building familial bonds, friendships, and work teams. Students examine factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and gender roles. (Prerequisites: CO 100, CO 101) Three credits.

CO 201
Persuasion
This course develops students' understanding of the major theoretical approaches to the study of persuasion as a particular type of social influence, giving specific attention to the processes of interpersonal influence and the media's role in changing social attitudes. (Prerequisites: CO 100, CO 101) Three credits.

CO 202
Group Communication
This course examines the basic characteristics and consequences of small-group communication processes in various contexts including family, education, and work groups. The course stresses interaction analysis and teambuilding. Because the course involves examining small groups in process, students do a substantial amount of group work. (Prerequisite: CO 200) Three credits.

CO 220
Introduction to Organizational Communication
Taking a historical and communication-centered approach to understanding how business and professional organizations function, this course addresses the analysis of upward, downward, and lateral communication; communication channels and networks; power and critical theory; organizations as cultures; internal and external public communication; and leadership. The course uses a case study approach. (Prerequisite: CO 200) Three credits.

CO 230
Mass Media and Society
The course concentrates on the impact and influence of mass media. Issues include media and violence, privacy and the Internet, children and television, popular magazines and body image, news and public opinion, and celebrity culture. Students engage in analyses of current media texts based on mass communication theory. (Prerequisites: CO 100, CO 101) Three credits.

CO 231
History of Mass Communication
This course examines the role of communication media in history, as well as the history of the media industries. From the earliest media of symbolic interaction to the newest technologies, the course examines why different media come into being, how they function in various societies, and their impact. Students come to understand how media have been influential in maintaining social order and as agents of change. The course pays attention to a variety of national media and international perspectives, with special emphasis on the evolution of American broadcasting. (Prerequisite: CO 230) Three credits.

CO 236
Women and Mass Media
This course enables students to examine the relationship between the representation of women and the development of personal and social identity. Students explore issues of gender and reception, cultivating consumerism, body image, and developing relevant new images through theoretical readings as well as the analysis of various media, including television, film, magazines, and advertisements. The course also covers the experiences of women in a variety of media professions. This course meets the U.S. diversity requirement. (Prerequisite: CO 230) Three credits.

CO 309
Research Projects in Communication: The Capstone
This course allows students to demonstrate their expertise as communication scholars through discussion and evaluation of contemporary research

in communication. The course examines qualitative and quantitative methodologies in understanding the research design process. As members of research teams, students design and conduct research projects related to their areas of concentrated study. This is the required major capstone course. (Prerequisites: CO 100, CO 101, CO 200, CO 230, at least one advanced course in student's area of concentrated study, and senior status) Three credits.

CO 320
Communication Management: Training and Consulting
This course examines selected aspects of the practice, resources, and issues surrounding communication training and development. It focuses on the techniques and strategies used by business and professional communication trainers and internal and external consultants to assess and diagnose communication problems as part of an overall process of organizational growth and change. Students examine various research methodologies in communication (e.g., interviewing and the communication audit) as diagnostic tools. (Prerequisites: CO 220, junior or senior status) Three credits.

CO 321
Communication Processes in Organizations: Negotiation
This course reviews and explores, through simulation and experiential learning, negotiation as a communication process in and among organizations. It focuses on core concepts and approaches to negotiation and exercises the negotiative process in a contemporary context. In this course, which is open to majors and minors in communication and other disciplines related to the study of humans and their organizations in the work world, participants carry out individual and team work, and contribute on time and proportionately to team preparations and class simulations. (Prerequisites: CO 220, junior or senior status) Three credits.

CO 329
Special Topics in Organizational Communication
This course, currently in development, provides a framework for the in-depth exploration of organizational communication theories, practices, or contemporary issues.

CO 335
Globalization, Media, and Culture
Globalization, a complex and transformative process that influences our lives at every level, has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course focuses on the role of communication media (radio, television, film, computers) in the processes of globalization and examines the impact of globalization on cultural representations, cultural identity, and international relations. (Prerequisites: CO 230, junior or senior status) Three credits.

CO 339
Special Topics in Media Studies
This course provides an opportunity to examine in depth particular media theories or to conduct careful media analysis and criticism. The course emphasizes contemporary theoretical and/or methodological approaches to the close analysis of television, radio, newspaper, the Internet, and/or magazine texts in order to understand the ways meaning is constructed and situated within the larger social context. Topics may include mass media and the public sphere; television criticism; sex, lies, and videos; and children and the media. Students may take CO 339 up to two times with different topics. (Prerequisite: CO 230) Three credits.

CO 340
Intercultural Communication
This course deals with challenges to communication between people of different cultural backgrounds, emphasizing the ways communication practices reveal cultural values and the role of communication in creating and sustaining cultural identities. Students discuss how differences in value orientation, perception, thought patterns, and nonverbal behavior cause misunderstanding, tension, and conflict in business, education, and healthcare settings. This course meets the U.S. diversity requirement. (Prerequisite: CO 200) Three credits.

CO 341
International Communication
The course examines how nations communicate with each other and what factors affect the international communication process. It examines the ways messages and symbolic gestures are exchanged through diplomacy, conferences, international organizations, and mass media, with a special emphasis on the role of press and broadcast media in international life and the effects of the end of the Cold War on the flow of information. (Prerequisites: CO 230 or CO 340 and junior or senior status) Three credits.

CO 342
Technoculture and Information Society
Claims about "new" media and technology, and their role in the "new" economy abound. This course debates these new forces including perspectives such as technophobia, Luddism, technophilia, and resigned technological determinism, as grounded within communication histo-

ry and theory. The course explores ongoing popular discourse surrounding the emergence of new media, while thinking about it in fresh and different ways, putting it in historical perspective, and ultimately, evaluating the claims that inundate us. (Prerequisites: CO 230, junior or senior status). Three credits.

CO 349
Special Topics: Constructing Social Identities
This course focuses on a specific context where social identities are negotiated through particular discursive practices, emphasizing the verbal and nonverbal communication behaviors that are appropriate in this context and through which people constitute and perform their identities. The course examines symbolic practices and communication norms in families, self-help groups, television talk shows, cyber communities, social movements, and genders/sexualities, using approaches such as symbolic convergence theory, social constructivism, ethnography of communication, and conversational analysis. Students may take this course up to two times with difference subtitles. (Prerequisites: CO 200, CO 340 or instructor approval, and junior or senior status) Three credits.

CO 396-397
Independent Study
This course allows students to thoroughly investigate communication concepts, theories, or issues presented in a previously completed communication course. Independent study does not substitute for any other required course(s) in the communication program and students' investigations must be scholarly in intent. An independent study may be taken only twice. CO 396 is offered in fall; CO 397 is offered in spring. (Prerequisites: junior or senior status and a communication faculty member's sponsorship) Three credits per semester; six credit limit.

CO 398-399
Internship
Communication internships provide students with first-hand knowledge about the field of work, allow them to experience new professional activities and relationships, help them apply conceptual knowledge and skills in communication in the work environment, and allow them to experience the problems and successes of efficiently and effectively communicating within a complex organization. An internship may not substitute for any other required course(s) in the communication program. Students may take an internship twice for credit, one or three credits per semester. CO 398 is offered in fall; CO 399 is offered in spring. (Prerequisites: 3.0 overall GPA, junior or senior status) One or three credits per semester; six credit limit.

PROGRAM IN
COMPUTER SCIENCE

Faculty

Associate Professors
King, *director*
O'Neill
Spoerri

The Computer Science program offers a major (B.S.) and a minor, which are received through the Department of Mathematics and Computer Science.

Major in Computer Science

The major in computer science has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material that transcends current technology and exposure to the best of current practice.
2. To foster discipline and orderly thinking that is used by computer scientists to reach insightful and logical understandings.
3. To develop the knowledge and skills needed to exchange ideas with colleagues, specialists in other fields, and the general public.
4. To acquaint students with the social and ethical implications of computer technology.

Requirements of the major

All majors take two required introductory courses, five required fundamentals courses, and two required mathematics courses.

Each major also chooses one of three possible tracks. These tracks allow majors to emphasize an area of interest. Each track has three required courses associated with it. The systems track emphasizes the hardware and software that embody computer systems. The cognitive track emphasizes the relationship between computation and intelligence, as embodied in humans, animals, and machines. The mathematics track emphasizes the relationship between computer science and mathematics.

Each major must choose two additional elective courses from those numbered 300 or higher.

Majors must include at least one semester of a lab science toward completing their core requirement in the natural sciences.

Students who are interested in double majoring in computer science and mathematics should meet with either the chair of mathematics or the program director of computer science about course reductions.

Required Introductory Courses
(2 courses - 8 credits)

CS 141	Introduction to Computer Science and Programming I (four credits)
CS 142	Introduction to Computer Science and Programming II (four credits)

Required Fundamentals Courses
(5 courses - 15 credits)

CS 232	Data Structures
CS 221	Computer Organization and Assembler
CS/ MA 231	Discrete Mathematics
CS/ MA 342	Theory of Computation
CS 353	Principles of Compiler Design

One Set of Required Track Courses
(3 courses - 9 credits)

(a) Systems track courses

CS 322	Computer Architecture
CS 331	Operating Systems
CS 354	Theory of Programming Languages

(b) Cognitive track courses

CS 343	Analysis of Algorithms
CS 355	Artificial Intelligence
CS 391	Cognitive Science Seminar

(c) Mathematics track courses

CS 343	Analysis of Algorithms
MA 217	Applied Statistics
CS/ MA 377	Numerical Analysis

Electives*
(2 courses - 6 credits)

CS 322	Computer Architecture
CS 331	Operating Systems
CS 343	Analysis of Algorithms
CS 351	Database Management System Design
CS 324	Microprocessors
CS 354	Theory of Programming Languages
CS 355	Artificial Intelligence
CS 391	Cognitive Science Seminar

** With permission of the director, systems track students may take an engineering course, including CR 245 Digital Design I and lab, CR 246 Digital Design II, CR 320 Computer Networks, or CR 325 Computer Graphics, as one of their electives.*

Required Mathematics Courses
(2 courses - 7 credits)

MA 171	Differential Calculus (four credits)
MA 235	Linear Algebra

Note: Evening courses and courses offered through Fairfield University's School of Engineering may not be used toward the computer science major without the written permission of the director of the computer science program.

Typical Timeline for Majors

	Credits	
First Year	*Fall*	*Spring*
CS 141-142 Introduction to Computer Science and Programming I and II	4	4
MA 171 Differential Calculus	4	
CS 231 Discrete Mathematics		3
Sophomore Year		
CS 232 Data Structures	3	
CS 221 Computer Organization and Assembler		3
MA 235 Linear Algebra		3
Junior Year		
CS 342 Theory of Computation		3
CS track or elective courses	6	3
Senior Year		
CS 353 Principles of Compiler Design	3	
CS track or elective courses	3	3

Minor in Computer Science

To earn a 17-credit minor in computer science, students complete

CS 141	Introduction to Computer Science and Programming I (4 credits)
CS 142	Introduction to Computer Science and Programming II (4 credits)
CS 221	Computer Organization and Assembler
CS 232	Data Structures

One additional CS course numbered 300 or higher.

Internships

The internship program provides computer science majors with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships can be in any one of a number of areas, such as software applications or hardware applications. Internships may be for one or two semesters. Interns are expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a computer science elective to fulfill the requirement for a major in computer science.

Course Descriptions

CS 141
Introduction to Computer Science and Programming I
This lecture and lab for students interested in the major/minor or for those who want an exciting and challenging introduction to the field, includes information processing, algorithms, Turing machines, base systems, Boolean logic, the Church-Turing hypothesis, BNF, languages, computer organization, and data representation. Students learn to express their understanding of these topics through problem-solving and the art of programming (describing a process precisely and unambiguously). Programming constructs and concepts include variables, looping, conditionals, recursion, arrays, functions, procedures, debugging, top-down design, stepwise refinement, modularization, classes, abstraction, and encapsulation. The primary language is Java; the course explores other languages to illustrate computational equivalence. No previous experience is needed. Four credits.

CS 142
Introduction to Computer Science and Programming II
Topics in this continuation of CS 141 include cellular automata, interpreters, universal computers, simulations, binary circuits, graphics, finite state machines, operating systems, and abstract data types. Programming constructs and concepts include static and non-static methods and fields, objects, constructors, overloading, APIs, garbage collection, recursion, LISP, and data structures. The primary language for this lecture and lab course is Java; LISP is also used. (Prerequisite: CS 141) Four credits.

CS 221
Computer Organization and Assembler
This course introduces computer organization using several levels of abstraction to represent a simple computer, starting with logic gates, progressing to assembly language, and ending with a high-level programming language. The course concludes with the design of an assembler/simulator for the model computer. (Prerequisite: CS 142) Three credits.

CS 231
Discrete Mathematics
For course description see MA 231 Discrete Mathematics.

CS 232
Data Structures
This course presents problem solving with abstract data types such as lists, linked lists, stacks, queues, and trees. The course revisits

recursion and discusses algorithm efficiency. Time permitting, the course includes sorting, reachability, and minimal paths in graphs and their algorithms. (Prerequisites: CS 142 or CS 132, MA 231) Three credits.

CS 322
Computer Architecture
This course examines the theory of logic design including gates, timing diagrams, truth tables, design of basic arithmetic operations, and control mechanisms, as well as general properties of major hardware components (central processing unit, arithmetic-logic unit, memory, input/output devices) and communication between them (buses, interrupts). The course surveys actual computer systems. (Prerequisite: CS 221) Three credits.

CS 324
Microprocessors
This course reviews conventional logic design using MSI building blocks: multiplexers, decoders, comparators, arithmetic-logic units, registers, and memory. It introduces microprocessor controllers, applying them to the design of several small projects such as a serial-parallel converter, a four-function calculator, and a traffic-light controller. Students design a process controller as their final project. Three credits.

CS 331
Operating Systems
This course introduces the major system utilities of a general-purpose computer: editors, assemblers, interpreters, linkers, loaders, and compilers. The course then presents the operating system for the computer: command language, access and privacy, management of processes, memory, and input/output devices. (Prerequisites: CS 221, CS 232) Three credits.

CS 342
Theory of Computation
This course explores what computers can and can't do. Topics include finite state machines, pushdown automata, Turing machines, and recursive functions; mechanisms for formal languages such as regular grammars, context-free grammars, and context-sensitive grammars; decidable versus undecidable problems. This course is also listed as MA 342. (Prerequisite: CS 232) Three credits.

CS 343
Analysis of Algorithms
This course looks at the efficiency of computer algorithms including their use of time and memory. Topics include algorithm complexity measures, determination of upper bounds and mean performance of algorithms, determination of lower bounds for problems, and NP completeness. (Prerequisite: CS 232) Three credits.

CS 351
Database Management System Design
This course examines methods for designing and implementing information storage and retrieval systems including specification of information systems, search strategies, index methods, data compression, security, query languages, relational techniques, and performance analysis. The course surveys interesting existing database systems. (Prerequisite: CS 232) Three credits.

CS 353
Principles of Compiler Design
This course examines the use of language theory and automata theory in the design of compilers and includes symbol table organization, lexical analysis, syntax analysis, and code generation; code generation versus interpretation; and storage management, optimization, and error handling. Students apply learned concepts to the development of a significant part of a compiler. This is the required capstone course for all majors in computer science. (Prerequisites: CS 221, CS 232, and CS 342) Three credits.

CS 354
Theory of Programming Languages
Topics in this course include the design of programming languages; organization, control structures, data structures; run time behavior of programs; and formal specification and analysis of programming languages. The course includes a comparative survey of several significantly different languages. (Prerequisite: CS 232) Three credits.

CS 355
Artificial Intelligence
This course, which examines computer implementation of processes of thought, includes knowledge representation, games, theorem proving, heuristics, symbolic techniques, neural networks, genetic algorithms, and artificial life. (Prerequisite: CS 232) Three credits.

CS 377
Numerical Analysis
For course description see MA 377 Numerical Analysis.

CS 391
Cognitive Science Seminar
In this course, students explore the intersection of computation and such diverse fields as psychology, neuroscience, philosophy, and linguistics in searching for an understanding of cognition, be it real or abstract, human, animal, or machine. How does the mind work? How do we acquire knowledge, represent that knowledge, and manipulate those representations? Can a computer be conscious? Are animals intelligent? (Prerequisite: CS 131 or CS 141) Three credits.

CS 392
Computer Science Seminar
Students take this course, which was designed to cover topics not in the curriculum, by invitation only and are expected to prepare topics under faculty direction. Three credits.

CS 397-398
Internship in Computer Science
The internship program provides senior computer science majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. Student interns choose from a wide selection of placements, including computer software and hardware applications, and numerical methods. Interns spend a minimum of 10 hours per week in on-site work, complete a required academic component specified by a faculty advisor, and satisfy the University Internship Policy requirements (available from the Career Planning Center). Students may register for internships during the summer session and/or one or two semesters and may earn a maximum of six internship credits. (Prerequisites: Senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.) One to three credits per semester.

CS 399
Independent Study in Computer Science
Independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students examine an aspect in computer science through reading and research. While the study may focus on a software or hardware project, it must incorporate an analysis of written material comparable to other upper-division elective courses. Students must apply to a professor under whose direction they wish to study and obtain the approval of the department chair. This course does not fulfill the computer science elective requirements for majors. Three credits.

Non-Major Course Descriptions

CS 111
Computer Programming I (Visual Basic)
This course provides an overview of computer organization and hardware, and an introduction to the science and theory of programming including top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, and maintenance. The course also covers engineering applications in a high-level programming language (Visual Basic) including input/output, selection, repetition, arrays, functions, and procedures; and ethical and social issues in computing. The course, which emphasizes communication skills in documentation and design of user interface, may not be used toward a computer science major or minor. Three credits

CS 131
Computer Programming I
This course provides an overview of computer organization and hardware, and an introduction to the science and theory of object-oriented programming including top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, and maintenance. The course presents programming applications including input/output, selection, repetition, arrays, functions, and procedures. The course, which also addresses the ethical and social issues in computing, emphasizes communication skills in documentation and design of user interface. Three credits.

CS 132
Computer Programming II
This continuation of CS 131 covers additional topics in the science and theory of programming including modular design, recursion, program verification, robustness, and portability. The course presents high-level language programming applications including records, sets, files, class design, inheritance, and polymorphism; introduces data structures such as stacks, linked lists, searching, and sorting; and discusses ethical and social issues in computing. The course continues to emphasize the communication skills introduced in CS 131. (Prerequisite: CS 131) Three credits.

CS 133
Introduction to C Programming
This course focuses on the use of C language in top-down structured program design. Topics include C data types, functions, and file input/output. The course introduces software engineering as applied to a project such as a database management system. Three credits.

CS 233
Introduction to C++ Programming
This course introduces object-oriented programming using the C++ programming language. The first part of the course introduces C++ extensions to the C language such as stream input/output, classes, and operator overloading. The second part of the course focuses on design of a graphics interface and illustrates the object-oriented programming concepts of inheritance, object constructors/destructors, and message passing. Three credits.

CS 301
Computer Graphics
This course covers programming and data structures for graphics; transformation techniques including rotation, translation, scaling, and projection; visualization techniques; and the hidden line/surface problem. (Prerequisites: CS 232, MA 235) Three credits.

CS 352
Software Design
This course presents the scientific design approach to computer software development including problem specification; top-down design; structured programming; and testing, reliability, error control, and performance analysis as well as human-computer interface considerations. (Prerequisite: CS 331) Three credits.

CS 356
Science of Programming
This course examines the application of logic to the development of computer programs and to proofs of computer program correctness. The course aims at a balance between formality and common sense. (Prerequisite: CS 342) Three credits.

DEPARTMENT OF ECONOMICS

Faculty

Professors
Buss
Deak

Associate Professors
Lane, *chair*
LeClair
L. Miners
Nantz

Assistant Professors
Franceschi
Kelly
C. Miners

The curriculum of the Department of Economics blends basic economic concepts and their applications with contemporary issues. Courses develop reasoning capacity and analytical ability in students. By focusing on areas of application, students use economic principles to stimulate their powers of interpretation, synthesis, and understanding. The department's individualized counseling encourages majors to tailor their study to career and personal enrichment goals. A major in economics provides a good background for employment in the business world while maintaining the objectives of a liberal education. The economics major also prepares students for advanced study in graduate or professional schools.

Requirements

Economics majors are urged to take MA 19 Introduction to Calculus or MA 121-122 Applied Calculus I-II to fulfill their core mathematics requirement. Students interested in the bachelor of science degree should take MA 121-122, which can be waived with permission of the chair.

Bachelor of Arts Degree

With its focus on policy analysis and business applications, this degree is designed for students who plan to enter the job market in business or government, or who plan to study business or law at the graduate level.

For a 30-credit bachelor of arts degree in economics, students complete the following:

EC 11	Microeconomics
EC 12	Macroeconomics
EC 204	Intermediate Microeconomic Theory
EC 205	Intermediate Macroeconomics Theory

Elective Economics Department courses totaling 18 credits.

No more than three 100-level courses may be counted toward the requirements of the major. Additional 100-level courses may be taken as part of the student's distribution of elective courses.

Bachelor of Science Degree

With its emphasis on quantitative skills and statistical analysis, this degree prepares students for quantitative applications of economic theory as practiced in actuarial work, economic research, or graduate studies in economics. Students who complete this degree are urged to couple it with a minor in mathematics.

For a 33-credit bachelor of science degree in economics, students complete the following:

EC 11	Microeconomics
EC 12	Macroeconomics
EC 204	Intermediate Microeconomic Theory
EC 204L	Intermediate Microeconomics Lab
EC 205	Intermediate Macroeconomic Theory
EC 205L	Intermediate Macroeconomics Lab
EC 278	Economic Statistics
EC 290	Mathematical Economics
EC 380	Econometrics

Elective Economics Department offerings totaling nine credits

A grade of C or better is necessary in the required courses for the bachelor of science degree. No more than two 100-level courses may be counted toward the requirements of the major.

Minor in Economics

For a 15-credit minor in economics, students complete the following:

EC 11	Microeconomics
EC 12	Macroeconomics

Three elective Economics Department offerings totaling nine credits

No more than one 100-level economics course may be counted toward the minor.

Course Descriptions

EC 11
Introduction to Microeconomics
This course analyzes the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. The course examines how markets function to establish prices and quantities through supply and demand, how resource costs influence firm supply, and how variations in competition levels affect economic efficiency. Topics may include antitrust policy, the distribution of income, the role of government, and environmental problems. The course includes computer applications. Three credits.

EC 12
Introduction to Macroeconomics
This course develops models of the aggregate economy to determine the level of output, income, prices, and unemployment in an economy. In recognition of the growing importance of global economic activity, these models incorporate the international sector. The course examines and evaluates the role of public economic policy, including fiscal and monetary policy. Topics may include growth theory and price stability. The course includes computer applications. (Prerequisite: EC 11 or permission of the instructor) Three credits.

EC 112
Economic Aspects of Current Social Problems
This course uses a policy-oriented approach to study contemporary economic issues. Topics include government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, and regulation. Three credits.

EC 114
The Economics of Race, Class, and Gender in the American Workplace
This course examines the impact of race, class, and gender differences on decisions made in households and in the workplace. It begins with an in-depth analysis of labor supply decisions and responsibilities of households, moving to an examination of labor demand decisions and wage-rate determination. The course reviews applications of theoretical predictions as they relate to important public policy issues such as child and elder care, social security, pay equity, the glass ceiling, affirmative action, sexual harassment, and poverty. This course meets the U.S. diversity requirement. Three credits.

EC 120
Environmental Economics
This course, which presents an overview of the theory and empirical practice of economic analysis as it applies to environmental issues, first establishes a relationship between the environment and economics. It then develops the concept of externalities (or market failures) and the importance of property rights before exploring the valuation of non-market goods. It examines the practice of benefit-cost analysis and offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. Throughout, the course examines current issues regarding environmental protection around the globe. This course meets the world diversity requirement. Three credits.

EC 125
Global Competition and Competitiveness
This course identifies and explores the factors that make products, firms, and nations competitive, using a strong international, case study, and group discussion emphasis. The course draws on examples from manufacturing and service activities in Asia, Europe, and North America. Three credits.

EC 140
Health Economics
This course applies microeconomic theory to the health sector of the U.S. economy. Topics include the demand for health care and health insurance, managed care and the role of government, physician compensation and specialty choice, the role of nurses and other healthcare professionals, the hospital sector, and medical cost inflation. Three credits.

EC 152
Economics of Sports
This course develops and examines the tools and concepts of economic analysis as they apply to the sports industry. Topics in professional sports include free agency, salary cap, and new franchises. The course also explores economic issues and institutional structures of sports such as golf and tennis, and the broader industry including the National Collegiate Athletic Association, sports equipment, advertising, minor leagues, and the Olympics. Students gain an increased understanding of how economics affect them through this combination of sports and economics. Three credits.

EC 185
Regional Economic Development
This course includes two key components: a theoretical examination of the basic theories of regional economic development such as growth poles, spillovers, infrastructure requirements, and center-periphery analysis; and an application of these theories to a specific economic issue. Students participate in a comprehensive study of a significant economic issue facing a Connecticut community, in cooperation with a regional agency, resulting in detailed analysis of the issues and potential solutions. Fieldwork is required. Three credits.

EC 204
Intermediate Microeconomic Theory
This course builds upon and expands the theoretical models of EC 11. The course introduces indifference curves to explain consumer behavior; short- and long-run production functions, showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors. (Prerequisite: EC 11) Three credits.

EC 204L
Intermediate Microeconomic Theory Lab
In this lab, students actively engage in the science of economics. Activities include lectures on mathematical methods, advanced problem-solving projects, collaborative teamwork experiences, and computer simulations. Note: This lab is required of all students pursuing the B.S. in economics; it is optional for students earning the B.A. (Co-requisite: EC 204) One credit.

EC 205
Intermediate Macroeconomic Theory
This course, which includes computer applications, analyzes the determination of national income and output; fiscal and monetary tools; and growth, inflation, and stabilization policies. Required for all majors. (Prerequisite: EC 12) Three credits.

EC 205L
Intermediate Macroeconomic Theory Lab
In this lab, students actively engage in the science of economics. Activities include lectures on mathematical methods, advanced problem-solving projects, collaborative teamwork experiences, and computer simulations. Note: This lab is required of all students pursuing the B.S. in economics; it is optional for students earning the B.A. (Co-requisite: EC 205) One credit.

EC 210
Money and Banking
This course covers the commercial banking industry, the money market, Federal Reserve operations and policy making, and monetarist theory. (Prerequisite: EC 12) Three credits.

EC 220
Issues in Economic Policy
After examining economic rationales for government intervention in markets, students analyze microeconomic and macroeconomic policy issues using economic concepts and tools. Topics vary depending on current events. Previous policy issues include welfare reform, markets for human organs, alcohol consumption by college students, the extent to which monetary policy has shaped the

post-war business cycle, policy-maker reaction functions, the role of discretionary fiscal policy, the Bush tax cut, and the impact of federal government deficits on the economy. (Prerequisites: EC 11, EC 12) Three credits.

EC 224
Labor Economics and Labor Relations

Nearly 70 percent of income earned in the United States is a return to labor. This course applies the fundamentals of microeconomic and macroeconomic analysis to important decisions that people make in labor markets. From an employee's perspective, questions include: Should I work in exchange for a wage? If so, how much? How will my work affect my lifestyle and family decisions? Should I go to school to improve my skills? From an employer's perspective, questions include: Should I hire workers? If so, how many? How should I pick workers out of a pool of applicants? What techniques should I use to provide incentives for these workers? Many of the answers to these questions require complex analysis and an understanding of the impact of government policy on the workplace. The course explores a variety of public policy issues such as minimum wage programs, government welfare programs, workplace regulatory requirements, Title IX, immigration, and the union movement. (Prerequisites: EC 11, EC 12) Three credits.

EC 225
Environmental Economics: Tools and Techniques Applied to U.S. Policy

This in-depth examination of the economic tools used in environmental economics and policymaking builds on basic environmental economic concepts and provides the opportunity to put those concepts into practice. The course explores common externalities and market failures in the United States and analyzes governmental policies used to control them. (Prerequisites: EC 11 or EC 120, or permission of instructor.) Three credits.

EC 230
Comparative Economic Systems

Is communism dead? Is capitalism the only real economic system left? This course explores the various economic systems that are used to distribute resources, i.e., to decide "who gets what" in a nation's economy. The course considers the differences between alternative distribution mechanisms, what it means to transition from one system to another, and how these economic decisions are affected by political and national realities. Because there are so many international alternatives to be explored, each semester focuses on an economic region of the globe – Asian, Eastern European, African, or Latin American. This course, where appropriate, is available for credit in international studies or area studies programs. (Prerequisites: EC 11, EC 12) Three credits.

EC 231
International Trade

This course covers international trade theory, U.S. commercial policy (tariffs, quotas), common markets, trade of developing nations, balance of payments disequilibria, and multinational enterprises. (Prerequisite: EC 11) Three credits.

EC 233
International Economic Policy and Finance

This course explores international financial relations. Topics include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, and changes in international finance relations. It treats theoretical concepts and considers governmental policy approaches to the various problems. (Prerequisite: EC 12) Three credits.

EC 235
Economic Development of Third World Nations

This course considers the nature and causes of problems facing less industrialized nations of the world, with a focus on the impact that various economic policies have on promoting economic development in Third World nations. This course meets the world diversity requirement. (Prerequisites: EC 11, EC 12) Three credits.

EC 245
Antitrust and Regulation

This course examines the relationship between government and business, reviewing antitrust laws and cases in terms of their impact on resource efficiency. It develops the format of agency command and control regulation with specific examples from the federal sector. (Prerequisite: EC 11) Three credits.

EC 246
Law and Economics

This course introduces topics from central areas of the common law: property, contracts, torts, and criminal law. The course is intended for students who desire an understanding of the important role of law in modern society or who are considering graduate study in law. It explains the development of the law and legal institutions in terms of the basic tools of economic reasoning. (Prerequisite: EC 11) Three credits.

EC 250
Industrial Organization

Using microeconomic theory, this course examines the economic behavior of firms and industries, identifying factors affecting the competitive structure of markets and using these structural characteristics to evaluate the efficiency of resource use. Topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development. (Prerequisite: EC 11) Three credits.

EC 252
Urban Economics
This course analyzes the development of modern urban areas by applying the tools of economic analysis to their problems. Topics include transportation, housing, and the provision and financing of public services. (Prerequisites: EC 11, EC 12) Three credits.

EC 265
Distribution of Income and Poverty in America
Students examine various theories of economic justice so that the actual distribution of income in the United States can be analyzed. The course considers factors that cause changes in income distribution and in the number of persons in poverty. This course meets the U.S. diversity requirement. (Prerequisites: EC 11, EC 12) Three credits.

EC 273
History of Economic Thought
This course examines the development of economic thought from ancient times to the present. (Prerequisites: EC 11, EC 12) Three credits.

EC 275
Managerial Economics
Students apply economic concepts and theory to the problem of making rational economic decisions. Topics include inventory control, decision-making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic versus accounting concepts of profit and cost. The course includes computer applications. (Prerequisite: EC 11) Three credits.

EC 276
Public Finance
This course examines government expenditure and tax policies with an emphasis on evaluation of expenditures; the structure of federal, state, and local taxes; and the budget as an economic document. (Prerequisites: EC 11, EC 12) Three credits.

EC 278
Statistics
This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, interval estimation, and hypothesis testing. A weekly lab provides opportunities for active exploration and application of course concepts. Note: This lab is required of all students pursuing the B.S. in economics; it is optional for students earning the B.A. (Prerequisites: EC 11, EC 12) Four credits.

EC 290
Mathematical Economics
This course applies mathematical models and concepts to economic problems and issues. Mathematical techniques include calculus and matrix algebra. Economic applications include the areas of consumer theory, theory of the firm, industrial organization, and macroeconomic modeling. (Prerequisites: EC 11, EC 12, and MA 19 or equivalent) Three credits.

EC 298
Independent Study
For economic majors only, this course is open to seniors by invitation or mutual agreement with the instructor. Three credits.

EC 299
Internship
Students, placed in a professional environment by the department, use economic and analytical skills acquired from their courses in a non-academic job setting. Students submit a written assignment detailing their internship experience to a faculty sponsor by the end of the term. (By invitation only.) Three credits.

EC 306
Business Cycles and Economic Forecasting
This course considers the nature and causes of business cycles, developing tools to analyze past fluctuations and to forecast future trends. The course emphasizes theory and practical applications. (Prerequisite: EC 205) Three credits.

EC 320
Financial Markets and Institutions
Topics include capital markets, financial intermediaries, equities, bonds, options, futures, security analysis, portfolio theory, and the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model. (Prerequisite: EC 210) Three credits.

EC 380
Econometrics
This course introduces students to the process used to formulate theories of economic behavior in mathematical terms and to test these theories using statistical methods. The course discusses the technique and limitations of econometric analyses as well as methods available for overcoming data problems in measuring quantitative economic relationships. (Prerequisites: EC 11, EC 12, and EC 278) Three credits.

EC 398
Senior Seminar
Limited to senior majors in economics, this seminar seeks to familiarize participants with recent developments in the discipline and sharpen research skills. Students complete a research project concerning a topic of their choice. The course includes computer applications. (Prerequisite: permission of the instructor) Three credits.

PROGRAM IN
EDUCATION

Faculty

Billings, *coordinator*

Advisors
Anderson *(Sociology and Anthropology)*
Beal *(Physics)*
Bowen *(English)*
Bucki *(History)*
Garcia-Devesa *(Spanish)*
Greenberg *(Politics)*
Harriott *(Biology)*
Lane *(Economics)*
O'Connell *(Chemistry)*
Sourieau *(French)*
Weiss *(Mathematics)*

This program, conducted in collaboration with the Graduate School of Education and Allied Professions, affords Fairfield University undergraduates the opportunity to seek an initial teaching certificate at the secondary level from the Connecticut State Department of Education.

Currently, this certification enables its holder to teach the endorsed subject area in grades 7 through 12. This certification will be valid for the endorsed subject in high school, junior high school, or middle school settings and for departmentalized instruction in the subject area in the fifth and sixth grades in elementary school settings (fourth grade for world languages).

Through the education minor program, students may be certified in one of the following subject areas:

English (language arts)
history/social studies
natural sciences (biology, chemistry, physics, or integrated science)
mathematics
world languages (French, German, Spanish, or Latin)

To be declared as an education minor, students fulfill the following criteria:

1. Possess an overall minimum GPA of 2.67.
2. Pass or waive the PRAXIS I testing requirement.
3. Submit an application.
4. Submit an essay addressing why they want to be a teacher.
5. Provide two letters of recommendation.
6. Submit a declaration of minor form.
7. Submit a planned program sheet.
8. Interview with the director of secondary certification programs and the director of student teacher placement.

To waive the PRAXIS I requirement, a student must have a minimum SAT score of 1100, with verbal and mathematics sub-scores of 450 or higher. Note: For students who took the SAT prior to April 1, 1995, the overall required SAT score is 1000, with a score of at least 400 in both subtests.

Applications for admission to the education minor may be obtained from the director of secondary certification programs. Early application to the minor is recommended. While students may complete a maximum of six credits in education coursework before formal admission to the minor, they cannot continue past this point until they have been formally declared by the director.

The certification program culminates in a required student teaching experience in the spring semester of the senior year. Students must complete all coursework and student teaching as well as pass the appropriate PRAXIS II or ACTFL content test(s) before they will be considered certification program completers or receive an institutional endorsement for state certification. Students seeking certification in one of the world languages must pass the appropriate oral and written ACTFL tests at the intermediate high level or greater. The Title II assessment report is provided online at www.fairfield.edu/academic/artsci/majors/educatio/ugedhome.htm or a written copy will be furnished upon request to the assistant dean of the Graduate School of Education and Allied Professions.

Requirements

All students in this certification program must take the following courses leading to initial educator certification:

ED 241***	Educational Psychology
ED 329***	Philosophy of Education: An Introduction (acceptable as fifth course in Area III provided the student has been admitted and continues to complete the education minor)
ED 350	Special Learners in the Regular Classroom
ED 363	Methods of Teaching in Secondary Schools
	OR
ED 362	Special Methods in Secondary School English
ED 381	Directed Observation and Supervised Student Teaching (12 credits)
ED 382	Student Teaching Seminar
MD 300	Introduction to Educational Technology
SO 162**	Race, Gender, and Ethnic Relations
History ***	one semester of a survey course in U.S. history covering 50 or more years. A list of acceptable courses may be obtained from the director of secondary certification programs.

** Double-counts toward core requirements

*** Double-counts toward core requirement only if the student remains in the education minor program

In addition, students must complete coursework in one of the subject majors listed below:

Secondary Certification in English

English majors seeking certification must also take the following:

ED 369**	Developmental Reading in the Secondary School
EN 305*	Literature for Young Adults
EN/W 311*	Advanced Composition for Secondary School Teachers
EN/W 317*	Traditional and Structural Grammar

* Double-counts toward English major

** ED 369 is offered through the Graduate School of Education and Allied Professions

Certification in History/Social Studies

Students majoring in history can earn this certification by:

- completing the history major (including study in U.S. history, western civilization or European history, and non-western history); and
- earning a total of 18 credits in the social sciences; coursework must be selected from each of the three following disciplines: economics, politics, and sociology. **Note:** SO 162 Race, Gender, and Ethnic Relations must be taken and may be counted as one of the social science courses. It will also count toward the core requirement in the social sciences.

Students majoring in economics, politics, or sociology may earn this certification by:

- completing all coursework in their major;
- earning a total of 18 credits in history, including courses dealing with U.S. history, western civilization or European history, and non-western history (such courses can include HI 30 and the second core requirement in history); and
- completing one additional three-credit social science course (economics, politics, or sociology) outside of their major. **Note:** This course may be double-counted toward the core requirement. SO 162 Race, Gender, and Ethnic Relations must be taken and may be counted toward this requirement. It will also count toward the core requirement in the social sciences.

Certification in the Natural Sciences

Students majoring in one of the natural sciences (biology, chemistry, or physics) may earn certification in that science by completing their major coursework. A certification in integrated science (includes coursework in biology, chemistry, physics, and earth science) is also available through Fairfield University.

Certification in Mathematics

Students must complete a major in the subject area with a minimum of 30 credits in mathematics, including study in calculus.

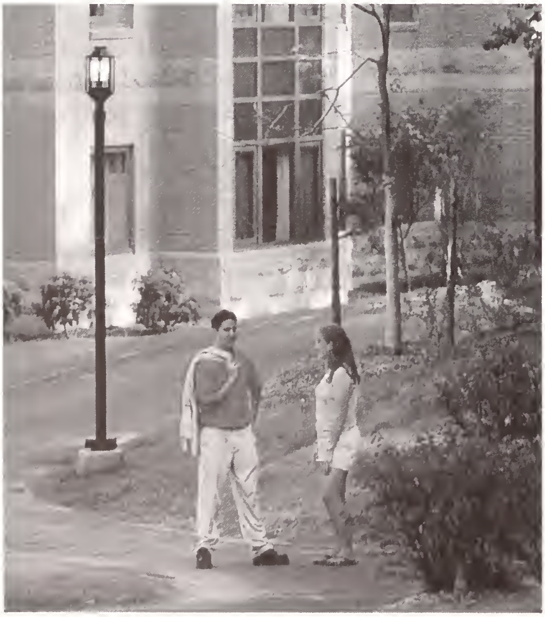
Certification in World Languages: Modern (French, German or Spanish) or Ancient (Latin)

Students must complete study in a language (modern or classical) with a minimum of 30 credits in one of the world languages indicated above. When a valid secondary world language certificate is held, the holder can add an elementary world language endorsement by successfully completing an additional six credits: three semester hours of credit in language acquisition in young children and three semester hours of credit in methods of teaching a world language at the elementary level. Courses satisfying these content areas are available at the graduate level through the TESOL, Foreign Language, and Bilingual/Multicultural Education Department.

Academic Advisement Note

Students must also seek academic advisement from the special advisor for education certification in their subject area to insure that planned program requirements are fulfilled for both the education minor and their specific certification content area.

Descriptions of the education courses leading to initial certification are found below. Descriptions for all other courses are found under appropriate departmental course listings.



Course Descriptions

ED 241
Educational Psychology
This course considers a particular application of the more important psychological principles to educational theory and practice, embracing a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. The course, which includes a 15-hour field experience in a public school setting, also examines individual differences, transfer of training, interest, attention, and motivation insofar as they influence the teaching process. Three credits.

ED 329
Philosophy of Education: An Introduction
This course applies the basic concepts of philosophy to education in general and to contemporary education theory in particular to acquaint educators with philosophical terminology, to improve the clarity of their thinking, and to encourage personal commitment to their own life philosophies. Three credits.

ED 350
Special Learners in the Regular Classroom
This course familiarizes the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The course discusses the special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents, and includes methods of identifying and working effectively with special needs children and youth in the regular classroom. Three credits.

ED 362
Special Methods in Secondary School English
This course focuses on the organizational pattern in which English can best be taught and analyzes the effectiveness of various methodologies in bringing about changes in the language usage of young people. The course also considers such factors as appropriate curricula materials; methods of organization; approaches to the study of literature; and procedures most cogent in the field of grammar, composition, oral communication, and dialogue. The course may include a field experience in a secondary school setting. Three credits.

ED 363
Methods of Teaching in Secondary Schools
Students discuss application of principles of education to classroom instruction in secondary schools in this course, which emphasizes planning for teaching, uses of various methods and materials, tests, classroom management, and discipline. The course also considers the position of the teacher in public schools, special services available to teachers and pupils, extracurricular programs, and responsibilities of teachers, and may include a field experience in a secondary school setting. Three credits.

ED 369
Developmental Reading in the Secondary School
Topics include methods and materials for improving reading and study skills at the secondary level and the application of developmental reading skills in all curriculum areas. Three credits.

ED 381
Directed Observation and Supervised Student Teaching
This course offers a semester-long experience in a local school for qualified candidates for secondary teaching. Students engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Students participate in group seminars one afternoon each week where they discuss their experiences and attend presentations on reading methods, audio-visual aids, and other topics. Students participate in individual conferences and receive assistance from their University supervisors and the cooperating teacher(s). Students must submit an application for placement with the director of student teaching placement in the prior semester. (Prerequisite: formal acceptance into the education minor) 12 credits.

ED 382
Student Teaching Seminar
This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and the organization of schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention is paid to issues such as school governance, codes of professional conduct, standards for teaching, CAPT, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues, and dealing with stress and inclusion. The job application process, including résumé writing, interviewing, and the development of a professional portfolio, are also addressed in the seminar. Three credits.

EN 305
Literature for Young Adults
During the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The course explores the major current authors, poets, and illustrators of works written for young adults. Topics include theories and purposes of reading literature in the classroom; criteria development for evaluating adolescent literature; reader response in the classroom; reading workshop; and adolescent literature integration across the curriculum. (Prerequisite: open to declared or intended education minors only) Three credits.

EN/W 311
Advanced Composition for Secondary School Teachers
This course helps students to develop mature writing skills through intense study of the essay and other non-fiction forms and introduces students to research in composition that will help them teach writing in their own classrooms. Students read and write a broad range of non-fiction forms, including personal narratives, "familiar" essays, argument, and humor. Students also read articles on composition theory. Three credits.

EN/W 317
Traditional and Structural Grammar
This course provides a solid background in traditional and structural grammar so that students can apply this background to what they write and how they write it. Therefore, students apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students also learn how to analyze the smaller components of language (sounds and word segments) and the more complex and elusive elements of style. Three credits.

MD 300
Introduction to Educational Technology
This course covers the principles and applications of technology literacy in education. Topics include designing effective teaching strategies and environments conducive to learning; application of media and computer technologies in teaching; the use of the Web in teaching K-12; MSOffice 2000 applications; developing home pages; evaluating software; and examining new technologies for education. Lab fee: $45. Three credits.

DEPARTMENT OF ENGLISH

Faculty

Professors
Bridgford
M. Regan

Associate Professors
Boquet
Bowen
Epstein
Garvey, *chair*
Halm
O'Driscoll
Rajan
Simon
M.C. White

Assistant Professors
Chappell
D. Menagh
Mullan
Petrino
R. Regan
Sapp
Tomlinson

Lecturers
Almeida
Baumgartner
Bayers
Bellas
K. Brown
Burlinson
Burns
Cavanaugh
Feigenson
Ginolfi
Haas
Jones
Jourdan
Krauss
Lopez
Mahon
Magas
Mangels
Moliterno
Noell
K. O'Connor
J. Rinaldi
Simoneau-Lambert
Sweeney
Szivos
Whitaker
M.M. White
Wittenberg
Zowine

The English Department offers a lively and diverse program with courses in literature and writing. As an academic discipline, the study of English has the following goals:

1. To acquaint the student with the various types of imaginative literature such as the novel, the short story, poetry, and drama.
2. To develop the student's analytic and organizational skills through the interpretation of literature.
3. To give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

Requirements

English Major

For a 36-credit major in English, students must take 10 English courses beyond EN 11-12. Of these 10 courses, five must be designated as core courses and five must be designated as field electives.

Core Literature Courses

The purpose of the core requirement is to expose students to the relationship between the experience of literature and the contexts of history, genre, theory, and societal position, and to provide all majors with a shared but flexible pattern of study. In order to fulfill the core requirement, each major must take at least one course from each of the following five areas.

Area I	pre-1800 literature
Area II	19th-century literature
Area III	20th-century literature
Area IV	the ways in which genre affects the production and reception of literature
Area V	the ways in which theoretical and/or societal positions affect the production and reception of literature

If a course is listed as fulfilling more than one of these core requirements, the student may use it to fulfill only one of those requirements.

Field Electives

The purpose of the field elective requirement is to enable students to pursue a directed program of study that is responsive to their own interests and needs. To fulfill the field elective requirement, students must develop, in consultation with a departmental advisor, a program of study in a clearly defined field. A field may be defined by the parameters of a historical period, a geographical area, a genre, a theoretical approach, a societal position, a professional career path, or by any other parameters that will produce a field capable of sustaining a focused inquiry.

There also are three writing concentrations that students can follow in choosing their field electives: creative writing, journalism, or professional writing. The required courses for each concentration are as follows:

Concentration 1: Creative Writing

This sequence is designed for those students seriously committed to becoming fiction writers, poets, or non-fiction writers, and for those students who want to pursue a career in the field of publishing or editing. Recent Fairfield students have had their work published in such national literary magazines as *Quarterly West, Indiana Review, The Spoon River Poetry Review,* and *Writer's Forum*. Students have interned at magazines such as *The New Yorker* and at publishers such as Greenwood Press. In addition to outside internships, students can, with permission of the editor, receive academic credit for working on Fairfield's national literary magazine, *Dogwood: A Journal of Poetry and Prose.*

The concentration includes the following:

Introductory courses –
Students take two of the following:

EN/W 200	Creative Writing
EN/W 202	Creative Writing Poetry I
EN/W 205	Creative Writing Fiction I

Specialized courses –
Students take at least one of the following:

EN/W 204	Creative Writing Drama
EN/W 302	Creative Writing Poetry II
EN/W 305	Creative Writing Fiction II
EN/W 341	Writing Creative Nonfiction
EN/W 344	The World of Publishing: Working on Fairfield's *Dogwood* Magazine

Capstone course –
Students take one of the following:

EN/W 345	Internship
EN/W 346	Internship

English minors also must complete a fifth EN/W course of their own choosing.

Concentration 2: Journalism

The journalism sequence is designed for students interested in strengthening their news gathering, reporting, and writing skills. Many such students pursue careers at newspapers, magazines, radio/television stations, Web sites, and marketing and publishing companies. Students interested in careers in public relations especially find it useful.

The concentration includes the following:

Introductory courses -
Students take two of the following:

EN/W 220	News Writing (must be taken before any other journalism course)
EN/W 222	Journalism Editing and Design

Specialized courses –
Students take at least one of the following:

EN/W 221	Contemporary Journalism
EN/W 320	Writing and Selling the Magazine Story
EN/W 321	Broadcast News Writing
EN/W 322	Sports Reporting
EN/W 324	Political and Government Reporting
EN/W 325	Environmental Reporting

Capstone course –
Students take at least one of the following:

EN/W 345-EN/W 346	Internship
EN/W 347-EN/W 348	Independent Writing Project (can be taken twice; one semester experience with *The Mirror* and EN/W 220 are prerequisites)

English minors also must complete a fifth EN/W course of their own choosing.

Students can start the journalism sequence as early as spring semester in their freshman year. After completing EN 11 (the freshman writing course), they can take EN/W 220 News Writing simultaneously with EN 12 (the freshman literature course). This makes it easier for students to complete all journalism coursework by the end of the junior year and concentrate on internships in the senior year.

Concentration 3: Professional Writing

The professional writing sequence is designed for students who want to strengthen their writing and speaking skills as preparation for careers in business, technology, industry, government, or education. People who make information accessible, usable, and relevant to a variety of audiences are professional writers. To some extent, effective professional writing is an art because it requires an instinct for clear writing and good visual design. More importantly, however, professional writing is a science in that it is a systematic process that involves key principles and guidelines. Internships are available to students in the professional writing concentration, including placements in corporate communication, technical writing, Web design, and the mass media.

The concentration includes the following:

Introductory course - required
EN/W 332 Business Writing

Specialized courses -
Students take at least three of the following:

EN/W 209	Classical Rhetoric and Contemporary Applications
EN/W 214	Professional Presentations: Writing and Delivery
EN/W 222	Journalism Editing and Design
EN/W 310	Advanced Composition
EN/W 335	Technical Writing
EN/W 336	Issues in Professional Writing
EN/W 338	Persuasive Writing
EN/W 345 – EN/W 346	English Internship

English minors must also complete a fifth EN/W course of their own choosing.

English Minor

The English minor can be completed in two different ways:

1. At least five English courses beyond EN 11-12 can be taken. These may all be in literature, all in writing, or a mixture of the two. The core requirement of a third English course, in literature, can count toward this minor.
2. Any of the three writing concentrations, as outlined above, may be taken. EN 11, EN 12, and the core requirement of a third English course, in literature, cannot count toward a writing sequence.

English Major with a Minor in Secondary Education

English majors who complete the minor in secondary education can prepare for careers teaching English in secondary schools. Students need to complete the courses required for the education minor. (See Program in Education, page 76.) To prepare for student teaching and the PRAXIS exams, we recommend that students take the following courses as part of their English major: EN 251 British Literature Survey I; EN 252 British Literature Survey II; EN 381 American Romanticism; one course on Shakespeare; one course on African-American literature.

Course Descriptions

EN 11
Composition and Prose Literature

This course introduces students to the writing and reading skills and strategies that best prepare them for the writing tasks they will encounter at the university level and beyond. The course accomplishes its goals through student-generated writing and the study of essays and other forms of literary nonfiction. Note: EN 11, or its equivalent, is a prerequisite for EN 12. Three credits.

EN 12
Introduction to Literature and Writing the Research Paper

This course provides a study of drama, fiction, and poetry as they reflect literary and cultural approaches to the individual's experience and society. EN 12 covers critical writing as an extension of composition in EN 11. This course also teaches students to write a thesis-driven, coherently developed research paper that incorporates and documents sources. (Prerequisite: EN 11 or its equivalent) Three credits.

Literature Courses

EN 203/CL 103
Masterpieces of Greek Literature in English Translation

This course surveys major works of ancient Greek literature with an emphasis on the content of this literature as a key to understanding classical Greek civilization and as meaningful in a contemporary context. (Prerequisite: EN 12 or equivalent) Three credits.

EN 204/CL 104
Masterpieces of Roman Literature in English Translation
This course surveys major works of Roman literature of the Republic and early Empire with an emphasis on the content of this literature as a key to understanding Roman civilization and as meaningful in a contemporary context. (Prerequisite: EN 12 or equivalent) Three credits.

EN 248
Allegory and Fantasy
In EN 11 and EN 12, students experience several modes of essay writing and the genres of fiction, drama, and poetry. This course offers advice and practice in responding to allegory, another genre of literature, which can be found in prose and in epic poetry. Understanding allegory is an enjoyable and liberating task. The dramatized metaphors of allegorical characters, places, objects, and events are best viewed in ways that are neither reductive nor simplistic, but flexible, nondoctrinaire, and open to transformation. Fantasy literature at its best will also be allegorical, provoking the reader not to escape reality but to engage reality more fully. Authors in this course may include E. M. Forster, Nathaniel Hawthorne, Barbara Kingsolver, C. S. Lewis, Flannery O'Connor, J.R.R. Tolkien, Voltaire, and Kurt Vonnegut. (Prerequisite: EN 12 or equivalent) Three credits.

EN 249
Literacy and Language
This course examines the concept of literacy in the United States. It considers competing definitions of literacy, contemporary and historical, and some of their implications, and examines the development of writing ability in young children and special characteristics of adult literacy. Topics include literacy in the workplace, relationships between literacy and privilege, and theories of composing. Formerly EN/W 249. (Prerequisite: EN 12 or equivalent) Three credits.

EN 250
The Epic Hero
This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story, giving us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. The course focuses, then, on the changing image of the hero, particularly as presented in the *Iliad*, the *Odyssey*, the *Aeneid*, and *The Lord of the Rings*. (Prerequisite: EN 12 or equivalent) Three credits.

EN 251
British Literature Survey I
This course introduces the major styles, themes, genres, authors, and periods of British literature from the Middle Ages to the 18th century. (Prerequisite: EN 12 or equivalent) Three credits.

EN 252
British Literature Survey II
This course introduces the major styles, themes, genres, authors, and periods of British literature from the romantic period through the 20th century. (Prerequisite: EN 12 or equivalent) Three credits.

EN 253
The African-American Literary Tradition
African-American literature exemplifies and challenges the humanist tradition; in fact, its diversity of voices, modes of representation, and the conditions of its production interrogate the very concept of tradition. This survey course examines the development of African-American literature from 1770 to the present, as well as its place within the American literary canon. The course uses themes of literacy, identity, and authority to trace this literature's history from Phillis Wheatley's 18th-century role in defining American poetry through the slave narrative to the New Negro Renaissance, the Civil Rights movement, and African-American postmodernism. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 254
Chivalric Romance
The knight of chivalric romance is one of the most enduring legacies of medieval culture. He is warrior and lover, loyal to his lord and to his lady, even when, as is so often the case, these loyalties collide. This course traces the history and development of this enormously popular and enduring genre, beginning with the invention of courtly love and the formation of the legend of King Arthur. It focuses on the seminal 12th-century French romances and important, representative works from Germany and England, and concludes with the challenges posed to the genre and its values by late medieval and early modern culture, as represented by Malory and Cervantes. Issues include narrative structures and motifs; the depiction of nature and civilization; the stylized representation of gender and class; the interplay of reality and fantasy; theories of authorship and audience; and connections to history-writing and to other literature. Students read all texts in modern English translations. (Prerequisite: EN 12 or equivalent) Three credits.

EN 255
Shakespeare
Students study Shakespeare's career as dramatist using plays drawn from his farces, romantic comedies, history plays, tragedies, and romances, including *The Taming of the Shrew, Richard III, A Midsummer Night's Dream, Hamlet, Othello, King Lear,* and *The Tempest*. (Prerequisite: EN 12 or equivalent) Three credits.

EN 256
Myths and Legends of Ireland and Britain
This course examines the literature of early medieval cultures of Ireland and Great Britain, with special attention to Celtic culture. Divided into four parts, the course focuses on the Irish *Táin Bó Cuailng*, the Welsh *Mabinogion*, the Latin Christian legends of English and Irish saints, and the Old English epic *Beowulf*. Critical issues include paganism and Christianity; conceptions of law, kinship, and nationhood; warrior culture and the idea of the hero; the status of art and poetry; orality and literacy; the natural and the supernatural; and the construction of gender. The course also pays attention to the arts and artifacts from these medieval cultures. Students read all texts in modern English translations. (Prerequisite: EN 12 or equivalent) Three credits.

EN 260
Understanding Poetry I
Offered for students with no previous knowledge of poetry, those who wish to develop and enrich their understanding of the genre, and students who have experienced difficulty understanding poetry in the past, this course includes selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course also includes readings and discussions with visiting poets. (Prerequisite: EN 12 or equivalent) Three credits.

EN 261
Understanding Poetry II
This course concentrates on reading longer narrative and lyric poems to study the work of individual poets. The work includes readings and discussions with visiting poets. EN 260 is an appropriate, but not a necessary, prerequisite; students who have not taken EN 260 should read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. (Prerequisite: EN 12 or equivalent) Three credits.

EN 262
Understanding Drama:
Basic Types and Modes
This course introduces major types and variant modes of drama and the fundamental view of human experience implicit in each, by means of close reading of selected plays. The course uses illustrative films, video clips, and live productions to underscore the necessity of performance to the fulfillment of drama. The syllabus incorporates plays being produced at area theaters, including Theatre Fairfield, when possible. (Prerequisite: EN 12 or equivalent) Three credits.

EN 263
Introduction to Contemporary World Literature
This course reviews recent fiction from around the world, including works from such places as Africa, Latin America, the Caribbean, New Zealand, and the Middle East. Students learn strategies for comparing stories and narrative styles from different cultures, subject positions, and sociopolitical frameworks in order to develop a stronger awareness of different types of subjectivity in a global context. Non-majors seeking to fulfill the English core requirement and beginning English majorsmay take this course. this course meets the world diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 264/TA 120
American Drama
See TA 120 for course description.

EN 265
Major Works of European Literature
This course surveys major works of world literature from ancient times to the present. Because the works are chosen from a broad span of cultures and periods, the course focuses on the function of literature: What kinds of stories do people tell about their societies? What are their major concerns, and how are these represented in fiction? How can we compare stories from one culture or period with those from another? The course discusses genre and style as well as content. Books include *The Epic of Gilgamesh, Boccaccio, Marguerite de Navarre, Madame de Lafayette,* and *Gabriel Garcia Marquez*. (Prerequisite: EN 12 or equivalent) Three credits.

EN 266
The Russian Novel and Western Literature
This comparative study of major Russian authors of the 19th century and their contemporaries in France, Germany, England, and America begins with short fiction and moves to novels such as *Pére Goriot, Crime and Punishment, A Hero of Our Time,* and *Madame Bovary*. Russian writers include Pushkin, Gogol, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Topics include the role of marriage and attitudes towards the family, urban versus rural existence – especially the role of the city – the fantastic in literature, narrative technique, and the development of 19th-century fiction. Formerly EN 373. (Prerequisite: EN 12 or equivalent) Three credits.

EN 267
Modern British Literature
Students study Conrad, Joyce, Lawrence, and Virginia Woolf – writers who profoundly changed the shape of the novel, a change also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley. (Prerequisite: EN 12 or equivalent) Three credits.

EN 268
The Irish Short Story
This course examines the Irish short story, stressing its development from 1903, with the creation of a national literature in English, to the present. The

course focuses on the deeply rooted oral tradition, the Anglo-Irish tradition, and the native Irish tradition. Topics include the Irish literary revival, Irish family life, and the Irish revolution as treated in the short story. Authors include George Moore, James Joyce, Liam O'Flaherty, Maria Edgeworth, Elizabeth Bowen, Edna O'Brien, Mary Lavin, Daniel Corkery, Frank O'Connor, Sean O'Faolain, and William Trevor. Students view several films including *Man of Aran, The Dead,* and *Michael Collins.* (Prerequisite: EN 12 or equivalent) Three credits.

EN 269
Modern Irish Drama
This introductory survey course in 20th-century Irish drama includes the plays of Sean O'Casey, J.M. Synge, W.B. Yeats, Lady Gregory, Samuel Beckett, Brian Friel, Theresa Deevey, Frank McGuiness, and Sebastian Barry. The course considers the work of Irish repertory theatre groups from the Abbey and Gate theatres of Dublin, the Lyric of Belfast, and the Irish Language Theatre of Galway. Students view videos from the Lincoln Center Performing Arts Library with renowned Irish performers such as Siobhan McKenna, Barrie Fitzgerald, and Jack McGowan and attend Irish plays performed at the Irish Arts Center and the Irish Repertory Theater in New York City. Formerly EN 357. (Prerequisite: EN 12 or equivalent) Three credits.

EN 270
Studies in American Literature
This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The course emphasizes the early national period and the romantic phase in American literature leading up to the Civil War. Writers studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman. (Prerequisite: EN 12 or equivalent) Three credits.

EN 271
The Frontier in American Literature
For the last five centuries, the frontier – understood as the place where humanity comes into contact with its apparent absence in the shape of alien beings and landscapes – has been the subject of some of the most lasting and powerful American stories. In this course, students concentrate on some of the major representations of the frontier produced between the 1820s and the present to learn how to recognize and talk about the position that the American western has occupied in our culture. Authors include Cooper, Twain, Cather, and McCarthy; filmmakers include Ford, Peckinpagh, and Eastwood. Formerly EN 385. (Prerequisite: EN 12 or equivalent) Three credits.

EN 272
Development of the American Short Story
This course traces the development of the American short story from its emergence in the literary-historical context of 19th-century America to its maturity in the 20th century. It explores most intensively the writings of Poe, Hawthorne, James, and Hemingway, but considers, as well, the contributions to the genre of Irving, Crane, and numerous other writers. (Prerequisite: EN 12 or equivalent) Three credits.

EN 273
Irish-American Literature
This course examines the Irish voice in American literature during the past 200 years. Rooted in the 18th century, proliferating in the 19th, and flourishing in the 20th century, Irish-American literature is one of the oldest and largest bodies of ethnic writing produced by a single American immigrant group. The course focuses mainly on Irish-American writing of the 20th century, although a sampling of earlier works is also studied. The authors include Finley Peter Dunne, F. Scott Fitzgerald, Eugene O'Neill, John O'Hara, James T. Farrell, J.F. Powers, Edwin O'Connor, Maureen Howard, J.P. Donleavy, Peter Hamill, William Kennedy, Mary Gordon, Frank McCourt, Alice McDermott, and Dennis Smith. Formerly EN 373. (Prerequisite: EN 12 or equivalent) Three credits.

EN 279
Irish Literature
This course surveys Irish literature, including drama, poetry, and prose, from the eighth century to the present. The course includes a study of the Irish Literary Renaissance (Yeats, Synge, Lady Gregory, the Abbey Theatre) as well as the work of more recent Irish writers (Seamus Heaney, Eavan Boland, Brian Friel, Edna O'Brien) and some study of contemporary Irish film. Formerly EN 369. (Prerequisite: EN 12 or equivalent) Three credits.

EN 283
The Modern Italian Short Story
This course explores the Italian short story, focusing on the major writers of the 20th century. The course emphasizes neorealism, a term applied to a group of writers and filmmakers who emerged in 1945 and dealt in a forthright manner with everyday life. Topics include World War II, Mussolini, fascism, and the Italian family. The works of Italo Calvino, one of Italy's most imaginative storytellers, receive special attention. Other writers include Pirandello, Svevo, Parvese, Moravia, Ginzburg, Vittorini, and Soldati. Students view two neorealist films: Rossilini's *Open City* and De Sica's *The Bicycle Thief.* (Prerequisite: EN 12 or equivalent) Three credits.

EN 284
Writers of the Asian Diaspora
This course examines the phenomenon of the explosion of Asian fiction/cinema in the west, particularly in the United States, in an effort to understand the concepts of diaspora, colonial histories, border identities, and cultural and ethnic representations. Students read novels, see films, and view artworks that deal with the interpellation, for example, of con-

temporary Indian, Pakistani, Chinese, Japanese, Bangladeshi, Vietnamese, and Sri Lankan writers/artists into western culture to analyze the burdens of traditions and the arbitrariness of modernity. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 285
The Modern Tradition: International Short Fiction
Students study important works of short fiction from around the world written during the last century. The degree to which – and the specific manners in which – these works contribute to a characteristically modern sense of human existence and the function of narrative art forms the basis for text selection. Through textual analysis, students compare and contrast various versions of the modern experience as produced by such authors as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Boll, Mishima, Achebe, Erdrich, and Atwood. (Prerequisite: EN 12 or equivalent) Three credits.

EN 288
Sub-Saharan African Literature
This course introduces students to Sub-Saharan African literature, with particular focus on the post-colonial era. Students read novels, poems, narrative fiction, and some significant works of non-fiction for their own sake and for generalized notions about the Sub-Saharan African self and world. Traumatic colonialism (apartheid in South Africa) and the equally trying post-colonialism that came tumbling after represent two poles between which the course is pitched. This course meets the world diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 289
Modern Women Writers
The study of works by English, American, British, and Australian writers of the 20th century emphasizes their efforts to address the conflicts encountered by women of diverse backgrounds in their various roles and stages in life. The genres include fiction, memoir, and autobiography with continuing attention to the literary traditions established by women authors such as Virginia Woolf, Charlotte Perkins Gilman, Edith Wharton, Kate Chopin, Sylvia Plath, Susanna Kaysen, Jill Ker Conway, Maya Angelou, Carolyn Chute, Anne Tyler, and Harriett Doerr. (Prerequisite: EN 12 or equivalent) Three credits.

EN 290
Literature of the Holocaust
After an introduction to the historical, political, and social backgrounds of the Holocaust, this course investigates through literature the systematic genocide of Jews and other groups by Germany (1933-1945). The course seeks to discover how the Holocaust came about and what it means now to our understanding of human nature and of our civilization. Readings and films include Appelfeld's *Badenheim, 1939*, and Weisel's *Night*; Borowski's *This Way to the Gas, Ladies and Gentlemen*; Levi's *Survival in Auschwitz*, Epstein's *King of the Jews*, Ozick's *The Shawl*, and Speigelman's *Maus*. (Prerequisite: EN 12 or equivalent) Three credits.

EN 305
Literature for Young Adults
This course introduces students to a body of literature that is appropriate for young adults. Topics considered include theories and purposes for reading literature in the classroom; developing criteria for evaluating adolescent literature; reading workshops; integrating adolescent literature across the curriculum. (Prerequisite: EN 12 or equivalent) Three credits.

EN 319
The Enlightenment: History and Literature
In Europe, the enlightenment encompasses the period during which Western Europe modernized. The course examines this cultural and intellectual transformation, which took place across the span of the 18th century, by focusing on the French philosophies, English thinkers, and fiction writers from both countries. Students become familiar with the major ideas of the period and the ways in which those ideas were debated. Cross-listed under history as HI 319, students cannot take this course under both designations. (Prerequisite: EN 12 or equivalent) Three credits.

EN 335
Gender and Sexuality in Film and Literature
This course examines the way gender and sexuality are represented in film and literature, beginning with an overview of lesbians and gays in film history with Vito Russo's *The Celluloid Closet*. The course then moves through popular films and novels from the 1960s to the present day, looking at the ways attitudes about gender are enmeshed with representations of homosexuality. Themes and topics include: What is the relationship between gender and sexuality? How are concepts of masculinity and femininity presented in novels and on screen? How have these representations changed as our culture's rules about gender and sexuality have become less rigid? The course aims to develop an analysis of current cultural assumptions about gender and sexuality, as they are revealed in film and fiction. (Prerequisite: EN 12 or equivalent) Three credits.

EN 336
Pleasurable Decadence
This course discusses and debates the meaning of "decadence" as an aesthetic and literary category. Beginning with the works of the pre-Raphaelites in mid-19th-century England, moving to Walter Pater

and Oscar Wilde in the Victorian era, and then into Europe with Baudelaire, Flaubert, and Mann, the course focuses upon the role of pleasure in European cultures. Paintings by Moreau, Delacroix, and Ingres complement the understanding of the literary texts. The course treats metaphors of Salome as a femme-fatale and literary characters such as Huysmans' Des Esseintes or Wilde's Dorian Gray as models for behavior, or more accurately, figures in a typology of unorthodox self-fashioning. (Prerequisite: EN 12 or equivalent) Three credits.

EN 337
Race, Culture, and American Realism

This course explores the ways in which concepts of race and culture have shaped conventions of realistic representation. After a survey of "race literature" in the late 19th and early 20th centuries, the course turns to a series of mid-20th-century novels that work with and against the grain of the anthropological concept of culture. Having established the ongoing tension between these two ways of representing human differences, the course adds a final complication, examining the ways in which some recent works of antiracist and multicultural literature have addressed the consumerist, late-capitalist desire for authentic representations of culture. Authors include Twain, Chesnutt, Hurston, Kingston, Cisneros, DeLillo, Alexie, and Spiegelman. (Prerequisite: EN 12 or equivalent) Three credits.

EN 338
Seminar: Gender Theory

This course continues the work of EN 335 by looking more closely at the way attitudes toward gender are enmeshed with representations of sexuality and homosexuality. Topics include the debate over origins (nature versus nurture), changing historical ideas about gender and sexuality, and political issues. The course focuses on theoretical material, fictions, and film. This course requires familiarity with some basic elements of gender and sexuality theory. (Prerequisites: EN 335, WS 101, or PO 119, or permission of instructor) Three credits.

EN 339
African-American Literature and Culture, 1900 to 1940

This course examines African-American literature from Booker T. Washington's *Up From Slavery* and W.E.B. DuBois's *The Souls of Black Folk* through the 1920s and from the Depression's advent to the eve of U.S. participation in World War II. Grounded in the history of the first four decades of the 20th century, the course explores fiction, poetry, and other forms of cultural production such as painting, sculpture, film, and music. It examines the aftermath of Reconstruction, the effects of the Great Migration, and the responses to DuBois's call for a "Talented Tenth." Harlem Renaissance provides a major focus, as do the debates surrounding whether there was indeed such a movement at all. The course looks towards the contemporary development of a Black tradition in literature and the arts. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 340
Seminar on Alice Walker

This course examines the work of Alice Walker, one of the United States' highly public literary figures. After achieving success with her novels, poems, and essays, Walker became well known and controversial in the popular mainstream, especially through the film version of her novel, *The Color Purple*. This course takes an in-depth look at how Walker addresses themes of race, gender, civil rights, and sexuality in her work and the public reaction to it, while seeking to situate her as a writer and a cultural figure. (Prerequisite: EN 12 or equivalent) Three credits.

EN 341
Early African-American Literature

This course surveys some of the major works of African-American literature produced before the publication of W.E.B. DuBois's *The Souls of Black Folk* in 1903. The course begins with a section on slave narrative and African-American poetry, briefly reviews the representations of Black people in 19th-century literature by white people, and concludes with an examination of the major fiction and non-fiction of the second half of the 19th century, with particular emphasis on works from the 1890s. Authors include Wheatley, Douglass, Jacobs, Chesnutt, Harper, Dunbar, Washington, and DuBois. (Prerequisite: EN 12 or equivalent) Three credits.

EN 342
Voices and Visions: Five American Poets

Students undertake an intensive study of five major American poets: Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot, and Langston Hughes. The course examines significant themes in the work of these poets and explores the ways in which the poetic process develops structures and meanings through patterns of imagery and the complex resources of language. The course gives some attention to the poets' biographies and the historical periods in which they worked. (Prerequisite: EN 12 or equivalent) Three credits.

EN 344
African-American Fiction: 1940 to Present

Students undertake a comparative study of novels by African-American men and women, beginning with Richard Wright's *Native Son* and Ann Petry's *The Street*, and ending with works published in the 1990s. Authors include Ralph Ellison, Dorothy West, Alice Walker, Ernest Gaines, Toni Cade Bambara, and John Edgar Wideman. Exploring race and gender in the United States from male and female perspectives, the course focuses on topics such as family, religion, slavery, urban experience, education, and history. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 345
Representations
This course focuses on "ways of seeing" and the "gaze" that are constructed and maintained in contemporary culture within the concept of representation. The course balances on the margins of textual and visual materials (paintings and films); offers an interdisciplinary theoretical base; examines the presentation and representation of self, subject, and identity as narrative, biography, and autobiography; and focuses on the notion of realism and politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the ways of seeing and by using films and art slides to test these theoretical materials, students critique contemporary notions of seeing and being seen. Cross-listed under visual and performing arts as FA 345. Students may not take this course under both designations. (Prerequisite: EN 12 or equivalent) Three credits.

EN 346
The Woman Question: Early Feminism and 19th-Century American Literature
This course examines the issue popularly known as the Woman Question through some of the major works of 19th-century American literature, beginning in the 1850s, a time when American feminists began to intensify their questioning of the status of woman – philosophically and politically – and when a group of "domestic feminists," led by Harriet Beecher Stowe, became the most popular writers in the country. The course ends in the 1890s when the conventions of sentimental fiction were being superseded by realism and regionalism, and when an explicitly anti-domestic image of womanhood began to be formulated around the figure of the New Woman. Authors include Stowe, Fern, Hawthorne, Jacobs, Alcott, Gilman, Jewett, and Chopin. (Prerequisite: EN 12 or equivalent) Three credits.

EN 348
Contemporary Women Writers of Color
This course offers a perspective on American literature that continues and challenges its multi-voiced tradition. The course focuses on works by Native-American, Asian-American, African-American, and Hispanic women writers from the 1980s to the present, considering issues of race, gender, ethnicity, class, and sexuality, especially as these contribute to concepts of identity – for the individual and the community. Authors include Sandra Cisneros, Leslie Silko, Louise Erdrich, Sky Lee, Lan Cao, Nora Okja Keller, Esmeralda Santiago, Cristina Garcia, and Danzy Senna. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 349
Introduction to Cultural Studies
This interdisciplinary course examines the concept of culture as it is constructed, sustained, and contested within the United States and the United Kingdom. Readings focus on the history, theory, and practice of culture (high and mass) in the two countries. Class discussions focus on the interactive impact of our understanding of the term "culture" upon contemporary societies as it factors into nationhood, race, gender, class, and media. As a way of understanding the various theories that undergird the experience of culture, students read critical/cultural theory, attend a play in New York City, and view films and art slides. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 350
Special Topic in Literature
Special topics, offered on an experimental or temporary basis, explore literature and/or approaches that are not included in the established curriculum. Courses offered under this rubric change from semester to semester, and may range from a study of texts by a single author, to studies of emergent, global literatures, to innovative or experimental ways of combining authors, periods, and genres in literature. (Prerequisite: a 200- or 300-level literature course) Three credits.

EN 351
Writing the Immigrant Experience: Novels of Dislocation and Identity
Moving to a new country causes a loss of identity; creating a new way of life involves building a new self. The novels in this course chart the ways different immigrants to the United States respond to the need to recreate the self. The writers grapple with a new language and cultural obstacles; students explore the ways in which identity is created through this experience. The immigrant shapes a new self by assimilating into the dominant culture or marking one's difference from it. The course looks for what these writers have in common as they use fiction to create a new identity, and asks what it means to "be an American" in a multi-ethnic society. (Prerequisite: EN 12 or equivalent) Three credits.

EN 352
Chaucer
The course introduces students to Middle English language and literature through a close study of the poetry of Geoffrey Chaucer, focusing on his *Canterbury Tales*. Students analyze the stylistic forms and representations of 14th-century society through tales, selected for their generic and stylistic variety, that include the tragic and the comic, the sacred and the profane. (Prerequisites: EN 11, EN 12) Three credits.

EN 353
Gender and Western Values: Literature of Early Modern Europe

Traditionally conceived as a collection of great names – Shakespeare, Rabelais, Cervantes, Machiavelli, Thomas More – early modern literature of England and the Continent includes recently recovered and rediscovered works by women such as Anna Hoyers, Madeleine and Catherine des Roches, Gaspara Stampa, and St. Theresa. Using current knowledge of gender constructs, students re-examine familiar Western values established by the traditional texts: the individual, social tolerance, religious pursuit of the ideal, and sense of humor. In the context of the new texts and theories, the course asks: Are these Western values universally true or culturally constructed? (Prerequisite: EN 12 or equivalent) Three credits.

EN 354
Love, Gender, Spirituality: Literature of Early Modern England

Formulated during the late medieval and early modern periods, the institution of "true love" remains a basic operational truth of contemporary culture. In the literature of early modern England and Europe, traditional male authors and recently revalorized female authors frequently write about love, among them Shakespeare, Spencer, Donne, Sidney, Katherine Philips, Mary Wroth, Vittoria Colonna, Petrarch, Helisenne de Crenne. This course asks: In today's and yesterday's cultural continuum, what is the relationship between our concept of true love, with its spiritual valence, and our construction of masculine and feminine gender concepts? (Prerequisite: EN 12 or equivalent) Three credits.

EN 355
Shakespeare I: The Elizabethan Age

Participants study Shakespeare's earlier comedies and history plays. Works include *The Taming of the Shrew, A Midsummer Night's Dream, Richard III,* and *Henry IV, Part I.* Students also study *Romeo and Juliet* as an early tragedy. (Prerequisite: EN 12 or equivalent) Three credits.

EN 356
Shakespeare II: The Jacobean Age

Participants study Shakespeare's later comedies and the tragedies. Plays include romantic comedies *(As You Like It, Twelfth Night)*, tragedies *(Hamlet, Othello, King Lear)*, problem comedies *(Measure for Measure)*, and romances *(The Tempest)*. (Prerequisite: EN 12 or equivalent) Three credits.

EN 357
All About Eve

This course surveys the literary and artistic representation of the legendary first woman of the Judeo-Christian tradition from Genesis to the present. The course centers on a reading of Milton's *Paradise Lost.* Others authors include Christine de Pizan, Aemilia Lanyer, Mary Wollstonecraft, and Ursula Le Guin. Students find and interpret depictions of Eve in contemporary popular culture during this course, which emphasizes a variety of possible interpretations of Eve, including feminist and anti-feminist traditions. Non-English sources are read in English translation. (Prerequisites: EN 11, EN 12) Three credits.

EN 358
17th-Century English Literature

This course selectively surveys 17th-century English literature including the drama, poetry, and prose of the century. Selected authors include Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys, Behn, and Cavendish. (Prerequisite: EN 12 or equivalent) Three credits.

EN 359
Milton: Poet and Rebel

Called "a church of one," Milton was an original thinker and a poetic genius. The course proceeds from his early poems, looks at his controversial prose, and focuses on his mature masterpieces: *Paradise Lost, Paradise Regained,* and *Samson Agonistes.* (Prerequisite: EN 12 or equivalent) Three credits.

EN 360
Medieval English Drama

This study of medieval dramatic literature and the history and theory of its performance, focuses on the Corpus Christi cycles and the miracle and morality plays of late medieval England. The course examines critical issues such as civic and commercial contexts, intermingling of the sacred and the profane, unique symbolic language of medieval drama, orality and literacy, and the dramatization of contemporary social conditions. The course includes a performance component that takes the form of a research paper on performance history or a historically and theoretically informed stage production of a medieval dramatic text. (Prerequisite: EN 12 or equivalent) Three credits.

EN 361
18th-Century English Literature

This selective survey of 18th-century English literature includes authors such as Pope, Swift, Gray, Johnson, Boswell, Goldsmith, Burns, and Montague. (Prerequisite: EN 12 or equivalent) Three credits.

EN 362
Autobiography

Autobiography holds a special fascination in its presentation of the writer's self to the reader. The author's revelation draws the reader into a unique partnership: the reader's belief joined to the author's "confession" creates the autobiographical self. This course examines autobiographical writings from St. Augustine to the 20th century and considers their purpose: What do the authors reveal about themselves and why? How much is convention, how much the truth? (Prerequisite: EN 12 or equivalent) Three credits.

EN 364
The Rise of the British Novel: The Beginnings to Dickens
An intensive study of the novel as a developing literary form over the first 150 years of its existence, this course considers stylistic and thematic aspects of this earliest or traditional phase of the novel with regard to their historical evolution. Authors include Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens. (Prerequisite: EN 12 or equivalent) Three credits.

EN 365
The Romantic Movement
This course concentrates on the greatest poems and shorter lyrics by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Infused with high emotion, reverence for nature, imaginative symbols, and innovative forms of expression, these poems are among the richest treasures of English literature. The course also includes Mary Shelley's *Frankenstein*, a hauntingly provocative novel. (Prerequisite: EN 12 or equivalent) Three credits.

EN 366
20th-Century Russian Novel
A continuation of EN 266, this course assumes some knowledge of 19th-century Russian writers. Students read works by Russian and Soviet authors while studying parallel texts by Western and East European novelists. The course begins with the Silver Age and moves to post-Revolutionary fiction and versions of dystopias before considering problems of exile and dual identity – including the effects of the Stalin years – and ending with contemporary fiction from the post-Soviet era. (Prerequisite: EN 12 or equivalent) Three credits.

EN 367
Victorian Poetry and Poetics
This study of poetry and poetry theories by Victorian men and women examines the various and varying concepts of self vis-à-vis Victorian culture, religion, science, politics, and sexuality in the works of select major poets. Beginning with Arnold and ending with Wilde, the course explores the poetics of literary movements such as Victorianism, Pre-Raphaelitism, decadence, aestheticism, and symbolism. (Prerequisite: EN 12 or equivalent) Three credits.

EN 368
Imperial Fictions and Colonial Voice-overs
This course examines the tenor and temper of some British novels that are also tales of colonization, measuring the tales against the responses from peoples in those colonized nations. Specifically, the course focuses on theoretical questions that address colonized subjectivities by raising questions on issues of nation/narration, minority discourse/ canonical injunctions, imperial/colonial subjectivity, identity, home, and location/dislocation. The foundational and over-arching premise of "orientalism" (as a gaze turned upon the colonized) undergirds most of the class discussion. (Prerequisite: EN 12 or equivalent) Three credits.

EN 370
Victorian Novels
This course forges a sense of continuity from the emergence of the novel in the 18th century to the development of the modern novel in the 20th century. By examining the various narrative strategies employed by writers during the 19th century, it readdresses central Victorian concerns such as tensions between the classes and contentions between the sexes. This course also helps situate the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses of self, woman, sexuality, and family/marriage. Authors include Sand, Eliot, Dickens, Thackeray, Pater, Hardy, and Michel Foucault. (Prerequisite: EN 12 or equivalent) Three credits.

EN 371
African-American Women's Writing
This course offers a comprehensive study of writing by African-American women from the mid-19th century to the present, including autobiography, poetry, drama, and fiction. Beginning with a slave narrative, the course moves to the turn of the century and the Harlem Renaissance. Later writers include Hurston, Petry, Lorde, Marshall, Walker, Morrison, Naylor, Sapphire, and Youngblood. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 372
Comedy
This course surveys various forms of literary, dramatic, and film comedy from Aristophanes to Joseph Heller, emphasizing how comic writers and directors use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and black comedy. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 374
The Modern British Novel: Henry James to the Present
The course analyses significant developments in the British novel that occurred between the end of the 19th century and the contemporary period, paying particular attention to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality. Writers include Henry James, Joseph Conrad, D.H.

Lawrence, James Joyce, and Virginia Woolf. (Prerequisite: EN 12 or equivalent) Three credits.

EN 375
Postmodernism in World Literature
A continuation of EN 397, this course explores fiction from 1945 to the present, as well as postmodern theories. Writers include Beckett, Borges, Robbe-Grillet, Nabokov, Calvino, Brooke-Rose, Morrison, Handke, and Auster. Discussion topics include reflexivity, detection, labyrinths, madness, urban experience, gender, and creativity. (Prerequisite: EN 12 or equivalent) Three credits.

EN 376
Modern Drama
Participants study selected readings of major modern Western plays from around 1850 to the end of World War II in 1945, including plays from such major Western dramatists as Buchner, Ibsen, Shaw, Pirandello, Chekhov, and Brecht, and, occasionally, lesser or non-canonical figures. This seminar course focuses on close and careful reading of selected plays, paying attention to thematic and structural elements, conventions of the form or genre, and the cultural-material conditions under which the plays were created. (Prerequisite: EN 12 or equivalent) Three credits.

EN 377
Contemporary Drama
This course includes close and careful reading of contemporary plays from around 1950 to the present, beginning with Beckett and ending with the most recent plays available in text form. This seminar-format course requires attendance at and critical review of at least one live performance. The course addresses thematic and structural elements, conventions underlying dramatic form or genre, and the cultural-material conditions under which selected plays were created. (Prerequisite: EN 12 or equivalent) Three credits.

EN 378
The Spirit of Place:
Environment as a Shaper of Identity in America
This course explores the psychological, sociological, and physical effects of the American environment from the East to the West coast through essays, drama, novels, and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine, M. Scott Momaday, among many others, students study the connection between place and soul as the sociological history of America unfolds chronologically. Students better understand their identity rooted in a particular place through the mirror of the literature. (Prerequisite: EN 12 or equivalent) Three credits.

EN 379
Film and Literature
This course surveys the film industry's historical dependency upon literary properties and conducts a comparative analysis of specific films adapted from novels, plays, short stories, and poems. The course provides students with a historical and critical perspective on the film as an art form. (Prerequisite: EN 12 or equivalent) Three credits.

EN 380
Colonial American Literature
This survey of American literature between 1620 and 1830 focuses on the historical, theological, political, and personal contexts that conditioned the development of a recognizably American mode of literary representation. Authors include Shepard, Bradstreet, Rowlandson, Wheatley, Jefferson, Franklin, Brown, and Irving. (Prerequisite: EN 12 or equivalent) Three credits.

EN 381
American Romanticism
An introduction to selected transcendentalists and the flowering of intellectual and social life in America from 1830 to 1865, this course explores the relationship between literature and the cultural and political history of the period, including a study of paintings, photographs, and other material culture. Authors include Emerson, Thoreau, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson. (Prerequisite: EN 12 or equivalent) Three credits.

EN 382
American Literature: 1865 to 1920
This course explores the evolution of realism after the Civil War and the subsequent naturalistic movement in American literature. Topics include the rise of social activism, literary journalism, and documentary photography; theories of social elevation and the Black intellectual; changing roles of women and the construction of gender; neurasthenia and theories of medical treatment; and the impact of economic theory and technology on literature. Authors include Twain, James, Crane, Washington, DuBois, Norris, Wharton, Chopin, and Gilman. (Prerequisite: EN 12 or equivalent) Three credits.

EN 383
American Literature: 1920 to 1950
This course traces the development of the modern American writer from the post-World War I era through the Depression and to the period immediately following World War II. Authors include Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others. (Prerequisite: EN 12 or equivalent) Three credits.

EN 384
American Literature: 1950 to Present
This course examines significant developments in American fiction and poetry from the period immediately following World War II to the present. Authors include Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others. (Prerequisite: EN 12 or equivalent) Three credits.

EN 385
The New Woman in American and British Literature, 1900 to 1930
This course examines the creation of the New Woman, a primarily urban cultural phenomenon that gripped the American and British popular imaginations in the early 20th century. But who, precisely, was she, what did she want, and what was her lasting impact on a society and a literature that she inspired and, in many cases, invented? The course focuses on representations of this bold, independent new ideal in novels by Anita Loos, Anzia Yezeirska, Jessie Fauset, Rose Macaulay, Nella Larsen, and others, to consider the social, economic, and political forces that produced, championed, and undermined early 20th-century feminist writing. (Prerequisite: EN 12 or equivalent) Three credits.

EN 386
Native-American Literature
This course focuses on novels, short stories, and poems written by Native-American writers during the 20th century. For purposes of background, the course also covers a number of significant works composed prior to this century. Students examine texts primarily for their literary value, but also consider the broad image of Native-American culture that emerges from these works. The course also examines the philosophical, historical, and sociological dimensions of the material. This course meets the U.S. diversity requirement. (Prerequisite: EN 12 or equivalent) Three credits.

EN 387
The American Novel
This course traces the American novel from its imitative beginnings to its development as a unique literary form, examining representative novels by Hawthorne, Melville, James, Faulkner, Bellow, and others. (Prerequisite: EN 12 or equivalent) Three credits.

EN 388
Jewish Literature
Called the "People of the Book" by Mohammed, the founder of Islam, written narrative has been central to Jewish identity and the Jewish search for meaning since with the story of God giving the law to Moses on Mt. Sinai was first told. This course surveys Jewish literature (sacred and secular) from Torah (the Hebrew Bible) to the modern day, concentrating on modern writings, and focuses on the ethical, historical, imaginative, philosophical, and humorous richness of Judaism. Authors include Maimonides, Sholom Aleichem, Franz Kafka, I.D. Singer, Bernard Malamud, Philip Roth, Aharon Appelfield, and other American, European, and Israeli writers. (Prerequisite: EN 12 or equivalent) Three credits.

EN 389
Literature and Religion: The American Experience
This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, American writers have manifested a persistent concern with religio-ethical matters and the impact religious institutions have in shaping our social and cultural environments. Using literary texts by major American writers, the course evaluates the critical perspective and relevance of the imaginative writer's treatment of religious questions. (Prerequisite: EN 12 or equivalent) Three credits.

EN 390
Modern Poets and Belief
Students read Yeats, Hopkins, Eliot, Frost, and Stevens. These poets – important in themselves – adopt various strategies in confronting the modern industrial and technological world. Their individual beliefs offer a momentary stay against confusion and provide striking contrasts. (Prerequisite: EN 12 or equivalent) Three credits.

EN 391
Myth in American Literature
This course introduces myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Topics include the nature and genesis of myth and the function of myth for individuals and the community in their respective searches for personal and collective meaning. Students apply these ideas to mythic themes that have given structure to the American experience, particularly the myth of Adam, the Fall, the seduction of innocence, and coming of the tragic hero, and rebirth and redemption. Authors include Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut. (Prerequisite: EN 12 or equivalent) Three credits.

EN 392
The City in Literature
This course explores literary evocations of the city, focusing on different material each semester, from an interdisciplinary perspective. In many ways, a city is as much a mental landscape as a physical one; books on the city refer to it as image, idea, metaphor, vision, myth, and catalyst. The course considers how these terms apply to a representa-

tion of a metropolis, as well as how the city can be viewed as artifact, fiction, construct. Additional topics include the traditional dichotomy of country versus city, the relationship between gender and urban representation, and the connections between literature and other fields. (Prerequisite: EN 12 or equivalent) Three credits.

EN 393
James Joyce's *Ulysses*

This course analyzes and interprets James Joyce's comic novel, *Ulysses*, emphasizing intensive reading of the text and extensive reading of related criticism and scholarship. (Prerequisite: Reading of *Dubliners* and *Portrait of the Artist as a Young Man*, EN 12 or equivalent) Three credits.

EN 394
The Inklings: Tolkien, C.S. Lewis, Charles Williams

The Inklings were a remarkable group of Oxford dons whose writings still influence millions of readers. As a recent literary phenomenon, they deserve serious attention as a group and individually. The course concentrates on their fictional works (the making of other worlds) as well as their literary theories. Some acquaintance with Tolkien's *Lord of the Rings* is presumed. (Prerequisite: EN 12 or equivalent) Three credits.

EN 395
The Adolescent in Literature (Coming of Age in Literature)

This course examines the evolution of the idea of adolescence and the appearance of the adolescent in literature, while also preparing students to teach English in high school. The course examines its subject from an interdisciplinary perspective, and students complete and present an independent study project. Works may include *Henry IV, Parts 1 and 2, Romeo and Juliet, The Diary of Anne Frank*, and fairy tales and poems about coming of age. (Prerequisite: EN 12 or equivalent) Three credits.

EN 396
The Quest for Meaning in Children's Literature

A large body of important literature for and about children exists and merits the attention of all serious literature students. This course offers an in-depth study of the search for existential meaning in some old and modern works that reflect a child's view of the world and an adult's view of childhood. Readings include *Classic Fairy Tales* (edited by Opie), Grahame's *The Wind in the Willows*, E.B. White's *Charlotte's Web*, O'Dell's *Island of the Blue Dolphins*, and Oberski's *Childhood*. This course is closed to students who have taken EN 293. (Prerequisite: EN 12 or equivalent) Three credits.

EN 397
Modernism in World Literature

The comparative study of the period from roughly 1885 to 1940 focuses on fiction but also includes poetry and developments in the other arts (painting, architecture, music, film). The course considers various concepts of modernism and the avant garde, beginning with Baudelaire. Authors include Hamsun, Kafka, Proust, Gide, Woolf, Stein, Olesha, Barnes, Bulgakov, Beckett, Hurston, Pirandello, Nabokov, Ellison, Garcia Marquez, and Morrison. Discussion topics include changing views of time and space, experiments with narrative development and presentation of character, the role of technology in 20th-century culture, and new theories of language and the psyche. (Prerequisite: EN 12 or equivalent) Three credits.

EN 398
Women and Fiction: An International Perspective

This comparative study of fictional works by women begins with a discussion of issues raised in Woolf's *A Room of One's Own* before focusing on 20th-century writers from a range of national literatures and cultural backgrounds. Authors include Wharton, Petry, Lispector, Aidoo, Head, Yoshimoto, Voznesenskaya, and Alvarez. Topics include women's creativity and their strategies in fiction, their roles in the family, love and/or marriage, work – whether domestic or public, women's relationship to the polis – community, city, state – and their contribution to its culture. (Prerequisite: EN 12 or equivalent) Three credits.

EN 399
Independent Study

See department chair for details. Three credits.

Writing Courses

EN/W 200
Creative Writing
This course fosters creativity and critical acumen through extensive exercises in the composition of poetry and fiction. Formerly EN/W 300. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 202
Creative Writing: Poetry I
This workshop course concentrates on the analysis and criticism of student manuscripts, devoting a portion of the course to a discussion of major trends in contemporary poetry and significant movements of the past. The course considers traditional forms, such as the sonnet and villanelle, as well as modern experimental forms and free verse. Students learn how to prepare and submit manuscripts to publishers. Formerly EN/W 302. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 204
Creative Writing: Drama
For students who want a workshop approach to composing drama for the stage, this course addresses the physical aspects of the stage and the problems of acting and production as they impact the written word. The course concentrates on analysis of student manuscripts, and includes some discussion of the work of major playwrights to illustrate various aspects of dramatic technique. Formerly EN/W 304. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 205
Creative Writing: Fiction I
This course for the student who seeks an intensive workshop approach to fiction composition emphasizes the short story and focuses on the analysis of student manuscripts. It includes some discussion of the work of significant authors (past and present) as a way of sharpening student awareness of technique and the literary marketplace for fiction. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 209
Classical Rhetoric and Contemporary Applications
Throughout the centuries, rhetoric – the study and practice of effective communication – has been a cornerstone of liberal education. In this course students examine classical rhetorical theory and apply its insights to their own writing. Students read selections from the Sophists, Plato, Aristotle, Cicero, Quintillian, and others, and practice skills essential for persuasive writing and speaking, such as audience analysis, invention, arrangement, and the development of style. Formerly EN/W 307. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 213
Oral Interpretation of Literature
This introduction to the art and techniques of reading literature to an audience uses poems and excerpts from short stories, novels, and essays, as well as scenes and monologues from plays, to help students learn to analyze the dramatic situation in a piece of literature, and identify its speaker, audience, setting, message, purpose, and tone. Students learn to edit longer pieces, to prepare a reading script, and to work with that script in hand. They also receive instruction in vocal techniques and speech to help them become better oral readers. EN/W 213 is especially recommended for majors in English, visual and performing arts, and education. Formerly EN/W 313. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 214
Professional Presentations: Writing and Delivery
The ability to speak confidently and convincingly is an asset to everyone who wants to take an active role in his or her workplace and community. This interdisciplinary and writing-intensive course provides students with the necessary tools to produce audience-centered presentations and develop critical-thinking skills. It also introduces the techniques of argumentation and persuasion, and the use of technology in presentations. Formerly EN/W 314. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 220
News Writing
This introductory course emphasizes the techniques used by reporters to collect information and write stories for newspapers (primarily), magazines, the Internet, and broadcast outlets. Students learn to gather information, interview sources, write leads, structure a story, and work with editors. Students analyze how different news organizations package information, hear from guest speakers, and visit working journalists in the field. Students develop a higher level of media literacy and learn to deal with the news media in their careers. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 221
Contemporary Journalism
This course sharpens student news-gathering, writing, and editing skills and prepares them for the demands of journalism jobs in the 21st century. Students write longer story packages in conventional print formats and in HTML language for World Wide Web distribution. Students cover on-campus and off-campus events and discuss libel and ethical concerns that can affect their writing and careers. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

EN/W 222
Journalism Editing and Design
Editing skills are in high demand in today's journalism job market for traditional and online sources of information. This intermediate level course emphasizes conciseness, precision, accuracy, style, and balance in writing and editing. The course includes researching and fact-checking, basic layout and design, headline and caption writing, and online editing. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

EN/W 290
Writing and Responding
This course introduces the field of contemporary composition theory. Composition theorists consider ways of responding to the words of other people in a manner that is thoughtful, careful, and provocative. At the same time, they learn that by responding to the work of others, they ultimately become better writers and better thinkers themselves. This course focuses specifically on the response types appropriate for one-to-one work with writers. Students also gain hands-on experience in the course by writing extensively, sharing writing with other class members, critiquing student texts, and engaging in trial tutoring sessions. This course is a prerequisite for anyone wishing to apply for a paid position as a peer tutor in the Fairfield University Writing Center. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 295
Composition and Style
This intermediate course in basic non-fiction prose expands the writing skills gained in EN 11, emphasizing cultivation of an individual style in short essays on everyday topics. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 302
Creative Writing: Poetry II
In a workshop setting, the class discusses six assignments, writing about a painting or writing in a structured form such as a sestina or sonnet. In addition to looking at models that illustrate individual assignments, the class reads collections by six poets and discusses a book on traditional forms. (Prerequisite: EN/W 202). Three credits.

EN/W 305
Creative Writing: Fiction II
This advanced workshop further develops skills begun in EN/W 205 by looking closely at the craft of fiction. Students produce a substantial body of quality work such as several full-length short stories or substantial revisions, a novella, or several chapters of a novel. In addition to reading selections from published fiction writers, students read and comment extensively on their peers' work. (Prerequisite: EN/W 205 or permission of instructor) Three credits.

EN/W 309
Topics and Techniques for Women Writers
In response to feminist commentaries on the problems encountered by women writers, students seek to understand those problems through selected readings from eminent critics and contemporary authors, and to overcome them in weekly writing assignments with a gender orientation. These may be familiar essays, personal memoirs, fictional vignettes, persuasive argument, or literary criticism. The seminar, consisting of workshop discussions in which peers evaluate each other and themselves in terms of their individual writing goals and their techniques for achieving them, encourages students to develop their special assets as writers on feminist topics. Students may seek clarification of this course's purpose from the instructor if desired. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 310
Advanced Composition
This course develops mature writing skills through intense study of the essay and other non-fiction forms. Students read and write a broad range of non-fiction forms including personal narratives, "familiar" essays, argument, and humor. Formerly EN/W 311. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 311
Advanced Composition for Secondary School Teachers
This course helps students develop mature writing skills through intense study of the essay and other non-fiction forms, while introducing students to research in composition that will help them teach writing in their own classrooms. Students read and write a broad range of non-fiction forms including personal narratives, "familiar" essays, argument, and humor. Students also read articles on composition theory. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 312
Writing Research Papers
This advanced writing course develops the skills necessary to write research papers, including interpretation, critical thinking, and argumentation. The course focuses on four principal areas: techniques of reading and assimilating source material; appropriate use of source material in writing assignments (including topics such as effective use of quotations, methods of documentation, and plagiarism); short writing assignments that require different methods of using source materials; and the process and writing of a major research project. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 317
Traditional and Structural Grammar

This course provides students with a solid background in traditional and structural grammar. Students apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students also learn how to analyze the smaller components of language (sounds and word segments) and the more complex and elusive elements of style. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 320
Writing and Selling the Magazine Story

This workshop course teaches students how to generate and develop feature story ideas. Students conduct research, write and revise stories, and market articles to magazines. Story forms include personality profiles, consumer stories, trend pieces, or other soft news approaches. The course stresses story-telling techniques and use of alternative leads. Students research potential print and online magazines and write pitch letters. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

EN/W 321
Broadcast News Writing

Students learn how to plan, write, and edit hard news and feature news stories for radio and television. Topics include the difference between writing for broadcast and print; story structures; teasers and lead-ins; copy preparation and style; broadcast terminology; and writing a package with narration, visuals, and interviews. Students hear from broadcast professionals and visit radio and television news operations. Three credits.

EN/W 322
Sports Reporting

Students learn to capture the drama of sports events, on and off the field. They write traditional game stories and profiles while strengthening skills in interviewing, writing under deadline pressure, and analyzing statistics. Students go beyond spot stories to explore and write about the bigger picture, newer issues, and the overall allure of sports. (Prerequisite: EN/W 220 or permission of instructor) Three credits.

EN/W 324
Political and Government Reporting

Students gain experience in reporting on campus and local government events, state and federal government activities, public opinion polls, and political campaigns. Guest speakers from politics and journalism help students deepen their understanding of the role of the press as a government watchdog. (Prerequisite: EN/W 220, comparable politics coursework, or permission of instructor) Three credits.

EN/W 325
Environmental Reporting

From land use disputes to problems with air, land, and water pollution, environmental concerns touch the lives of everyone. This course gives students experience in reporting and writing about the environment and related science and health concerns. Students meet with environmental reporters for newspapers and magazines, visit environmental sites, and write about environmental issues at the local, state, national, and possibly international level. Students also report on case studies of past environmental issues to examine the challenges of covering this field. Students interested in this course are encouraged to complete some coursework in journalism, environmental science, environmental studies, or an environmental course in applied ethics prior to enrolling. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 332
Business Writing

This course investigates the demands of business writing, including designing documents that visually display information and invite readers to read either quickly or thoroughly. The course stresses theoretical issues as well as practical skills. Students practice writing skills on a variety of projects including memos, proposals, reports, collaborative writing, and writing as part of the job-hunting process. Learning goals include understanding the purposes of writing in business and industry, writing with a clear sense of audience, becoming familiar with document design and electronic communication, ethical and cross-cultural issues, and reviewing scholarly writing and research in this academic field. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 335
Technical Writing
This course investigates the theory and practice of writing in technical fields, introducing students to types of oral, written, and hypertext communication that technical writers use in workplace settings. In-class writing activities, workshops, and lengthier projects familiarize students with the styles, organizations, and formats of various documents, and prepare students for the special demands of technical writing. The course also introduces students to research and scholarly writing in the academic field. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as technical writing professionals and practitioners who wish to plan, research, and write more effectively. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 336
Issues in Professional Writing
This course investigates a variety of issues relevant to contemporary professional writing. In addition to surveying theoretical positions in the discipline, the course emphasizes preparing effective written products for academic and professional settings. In-class writing activities, workshops, and lengthier projects prepare students to think critically in this dynamic and ever-changing profession while familiarizing them with the writing styles, organizations, and formats of various documents. Topics include international technical writing; gender, writing, and technology; and technical and professional editing. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as professional writing practitioners who wish to plan, research, and write more effectively and efficiently. Students may take this course twice under different subtitles. (Prerequisites: EN 11, EN 12, and one of the following: EN/W 332, EN/W 335, or instructor permission) Three credits.

EN/W 338
Persuasive Writing
This course strengthens student skills in argument and encourages development of a clear, forceful prose style. Students write for a variety of audiences in a variety of forms including editorials, proposals, and persuasive Web pages. The class, which emphasizes revision, includes some workshops and peer-editing sessions. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 340
The World of Publishing:
Working on Fairfield's *Dogwood* Magazine
This course introduces students to the field of publishing, particularly book and magazine publishing. It provides students with a solid foundation in the publishing field (e.g., selecting and editing manuscripts, book/magazine production, and marketing) and offers students practical hands-on experience similar to that of an internship position at a magazine or publishing house. In addition to attending lectures and participating in discussion, students work on the University's national literary magazine, *Dogwood*. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 345 (Fall) or EN/W 346 (Spring)
Internships
The internship program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the department intern supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week. Students may take one internship for credit toward the English major. Students may take a second internship for elective credit. (Prerequisite: EN 12 or equivalent) Three credits.

EN/W 347 (Fall) or EN/W 348 (Spring)
Independent Writing Project
Students undertake individual tutorials in writing and can obtain credit for writing for *The Mirror, The Sound*, or for other projects of personal interest. Only one independent writing project can be counted toward fulfilling the five field electives required to complete an English major. The department will consider exceptions only if multiple Independent Writing Project courses cover different subject areas and approval in advance is obtained. (Prerequisite: EN 12 or equivalent; by permission of instructor) Three credits.

PROGRAM IN ENVIRONMENTAL SCIENCE

Faculty

Program Director
Brousseau *(Biology)*

Participating Faculty and Advisory Board
Beal *(Physics)*
Brousseau *(Biology)*
M. Hill *(Biology)*
Klug *(Biology)*
Osier *(Biology)*
Poincelot *(Biology)*
K. Steffen *(Chemistry)*

Issues of environmental research, regulation, and responsibility are pervasive in today's society. The scientific value of preparing environmentally literate students is substantial and goes beyond technical training for specific environmental vocations. As an interdisciplinary field of inquiry, environmental science can provide students an important framework for addressing issues in scientific and social settings.

This program leads to an interdisciplinary minor in environmental science by combining lecture and laboratory courses from the biology, chemistry and physics departments. Course work culminates in an individual senior capstone experience, which is a research project or an internship. While the minor is open to any major, it will be of particular interest to science majors planning on graduate school programs or careers requiring an interdisciplinary knowledge of environmental science.

Requirements

The curriculum includes one required course: BI 76 Introduction to Environmental Science.

Students also take one course from each of the following categories: chemistry, ecology, and social sciences.

Courses in the chemistry block are CH 85 Chemistry, Energy, and the Environment; CH 222 Chemical Analysis; or BI 370 Environmental Health and Safety.

Courses in the ecology block are BI 172 General Biology III or BI 75 Ecology and Society.

Courses in the social sciences block are EC 120 Environmental Economics; AE 284 Environmental Ethics; BU 120 Environmental Management and Policy; and EV 150 Earth Environment.

The final requirement is a capstone that can be fulfilled by an internship, research experience, or independent study related to environmental science. In some cases, off-campus semester programs can be used to fulfill some of the coursework and capstone requirements.

Capstone Experience Overview

Students in their senior year take one semester (required) or two semesters (optional) of biology (BI 395-396 Independent Research I and II, BI 397-398 Internships), chemistry (CH 398 Research and Seminar) or physics (PS 391-392 Theoretical/Experimental Independent Study) research or internship as their capstone experience. Research projects in biology include marine invasion ecology, marine products as biostimulants, structure and function of aquatic ecosystems, and plant-insect interactions. Research projects in chemistry include hormonal mimics and innovative techniques to sense nutrient pollution of water bodies. Physics research topics include instrumentation methods to detect pollution in air, sediment, and water. Internships are currently available at Bridgeport Hydraulic Co., Norwalk's Maritime Center, Mystic Marinelife Aquarium, Nature Center for Environmental Activities (Westport), Stratford Conservation Commission, and Audubon Coastal Center (Milford). Internships are also available at industrial laboratories involved in environmental testing and consulting.

For course descriptions, see the appropriate sections in this catalog.

AE	applied ethics
BI	biology
BU	business
CH	chemistry
EC	economics
EV	environmental studies

PROGRAM IN
ENVIRONMENTAL STUDIES

Faculty

Director
L. Newton *(Philosophy)*

Advisory Board
Brousseau *(Biology)*
Franceschi *(Economics)*
Greiner *(Nursing)*
V. Newton *(Physics)*

As national and worldwide concern for the deterioration of our natural environment increases, systematic analysis and study of environmental issues becomes imperative. An understanding of these issues complements and enhances careers in law, academics, health sciences, and business, and gives citizens the information they need to take an active and intelligent part in their own governance.

Since the issues of the environment, whether appearing in professional life or in the political arena, are couched in the language of values and moral choice, their consideration is particularly appropriate in universities committed to serious study of the ethical dimensions of public policy. To make such consideration possible, Fairfield's Program in Environmental Studies offers a series of core and elective courses and seminars, and a 15-credit minor.

Requirements

Environmental Studies Minor

For a 15-credit minor in environmental studies, students complete a sequence of courses that focus on environmental issues from a variety of disciplinary perspectives. The normal sequence includes the following:

Introduction

EV 150	Earth Environment

Natural Sciences

BIOLOGY (one of the following)

BI 75	Ecology and Society (by way of exception)
BI 76	Introduction to Environmental Science
BI 78	Introduction to Marine Science
BI 79	Rainforest Ecosystems
BI 80	Tropical Marine Biology
BI 100	Marine Biology
BI 260	Ecology

CHEMISTRY

CH 85	Chemistry, Energy, and the Environment

PHYSICS

PS 93	Energy and the Environment

Social Sciences (one of the following)

BUSINESS

BU 120	Environmental Management and Policy
BU 220	Environmental Law and Policy

ECONOMICS

EC 120	Environmental Economics

Humanities (one of the following)

ENGLISH

EN 271	The Frontier in American Literature
EN 378	The Spirit of Place: Environment as a Shaper of Identity in America

HISTORY

HI 287	A Green History of Latin America
HI 362	The Frontier: Man, Nature, and the American Land

Ethics and Policy (AE 284 and one other)

APPLIED ETHICS

AE 283	Environmental Justice
AE 284	Environmental Ethics
AE 289	Global Health Care Policy
AE 297	Ecofeminism

Capstone

AE 384/ EV 300	Seminar on the Environment
AND/OR	
AE/ EV 399	Independent Study/Internship

Optional Electives

BI 370	Environmental Health and Safety
BI 383	Coral Reef Ecology Seminar
BI 388	Ecology of the North Atlantic Coast
BI 391-392	MUSE Research
BI 393-394	MUSE Internship

A course in statistics is highly recommended.

Students may double-count environmental studies courses with all core and major requirements. Substitutions for the non-elective courses listed above may be approved by the program director in individual cases, except for EV 300, the required capstone seminar. Please see appropriate departmental listings for descriptions of the courses listed above.

Course Descriptions

EV 150
Earth Environment:
Introduction to Physical Geography
This course examines spatial patterns of the natural forces that build up and break down the earth's exterior and their impact on human life. It studies spatial patterns of human behavior and their impact on the earth. The course stresses the use and understanding of maps in considering continental drift, oceans, earthquakes, volcanoes, soil formation, weather systems, natural resources, and the impact of population growth, agriculture, urbanization, and mass migrations. Three credits.

BI 76
Introduction to Environmental Science
This course introduces students to the science of the environment. Students complete a general survey of the environmental sphere – hydrosphere (hydrology), lithosphere (geology), atmosphere (meteorology), and biosphere (ecology) – by applying basic science concepts in biology, chemistry, and physics. The course develops interconnections among these fields of inquiry as they relate to current environmental issues through lecture, field, and in-class laboratory exercises. Students acquire the scientific basis on which to formulate their own perspectives on living in the environment. Three credits.

PS 93
Energy and Environment
This course introduces topics relating to work, energy, and power, and explores many of the environmental consequences resulting from our use of energy. Students examine the finite nature of our fossil fuels as well as energy resource alternatives including solar, wind, tidal, and geothermal energy; nuclear fission; and nuclear fusion. Knowledge of arithmetic and simple algebra are required. Three credits.

AE 284
Environmental Ethics
This course describes the controversies and dilemmas surrounding the understanding, use, and preservation of the natural environment. A preliminary study of the scientific, legal, and ethical principles governing our approach to nature and the complex interrelation of these principles precedes an examination of salient environmental issues. The course explores conservation of resources, population growth, energy use, pollution, and global climate change from biological, economic, political, and philosophical perspectives. Students have opportunities to pursue problems of special interest. (Prerequisite: one course in philosophy and one course in religious studies) Three credits.

AE 384/EV 300
Seminar on the Environment
(Capstone Experience)
Environmental studies naturally integrates the hard sciences (biology, chemistry, and physics), the social sciences (including politics, law, and business), and the humanities (especially English literature and religious studies). It already has its own ethics component, interdisciplinary in content between policy studies and philosophy. The capstone experience provides students with opportunities to review perspectives on the natural environment from each of these disciplinary groups and to conduct an independent research project that demonstrates, in one limited problem, a mastery of the scientific basis, the policy options, and the ethical implications of these options and their larger cultural significance. Three credits.

EV 299 and EV 399
Independent Study on the Environment
Students undertake an interdisciplinary project on environmental issues. Student proposals require support from one faculty member and approval by the dean prior to registration. EV 299 may be taken at any stage in the student's career; EV 399 is reserved for seniors earning a minor in environmental studies and is conjoined with an internship or other voluntary service with an organization involved in preserving or managing the natural environment. Three credits.

Film

(see New Media Film, Television, and Radio)

French

(see Modern Languages and Literatures)

German

(see Modern Languages and Literatures)

Greek

(see Classical Studies)

Greek and Roman Studies

(see Classical Studies)

Hebrew

(see Modern Languages and Literatures)

DEPARTMENT OF
HISTORY

Faculty

Professors
Coury
McFadden, *chair*

Associate Professors
W. Abbott
Behre-Miskimin
Bucki, *internship coordinator*

Assistant Professors
Forsythe
Kazura
Li
Petry
Rosenfeld

Lecturers
Court
Hohl
McCoy

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as process: to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The department participates in interdisciplinary programs, including American studies, Asian studies, Black studies, environmental studies, Judaic studies, Latin American and Caribbean studies, international studies, Russian and East European studies, women's studies, and University honors. Students who attain high standards of scholarship are sponsored for membership in the department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

Requirements

Bachelor of Arts in History

For a 30-credit major in history students complete the following:

- HI 30 Europe and the World in Transition
- A minimum of nine upper-division history courses (100 level and above)
  - Four upper-division courses must be designated advanced (300 level).
    - At least two of the advanced courses must involve a major research paper. The research seminar requirement may be fulfilled through HI 399 Independent Study.
  - Two upper-division courses must be in European history; two must be in U.S. history; and two must be in non-Western history (Africa, Asia, Latin America, Middle East).
  - At least one upper-division course must focus on a period prior to 1750.
  - At least one upper-division course must focus primarily on a period after 1750.

History Minor

For an 18-credit minor in history, students complete the following:

- HI 30 Europe and the World in Transition
- A minimum of five upper-division courses
  - Two upper-division courses must be designated advanced (300 level).
  - One upper-division course must be in European history, one must be in U.S. history, and one must be in non-Western history (Africa, Asia, Latin America, Middle East).

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

Introductory Courses

All Fairfield University students take two history courses as part of their liberal arts core curriculum requirement. This requirement is fulfilled by HI 30 plus one 200-level course.

Course Descriptions

HI 30
Europe and the World in Transition
The course, which examines the history of Europe and its relationship to the world from the end of the Middle Ages through the 19th century, emphasizes the cultural, social, economic, and political forces and structures that led to the development of commercial and industrial capitalism, and the effects of this development on Europe, the New World, Asia, and Africa. Topics include the Renaissance and Reformation; European expansion and colonialism; the development of strong nation states; the Enlightenment; the Industrial Revolution and conflicting ideological and political responses; changing social, family, and gender relationships; and the increasing interaction of Europeans and non-Europeans. Critical analysis of primary and secondary sources develops skills in historical methodology that are of great value in many other academic pursuits. Written assignments and class discussions enhance these skills. Three credits.

HI 200
The Birth of the Postmodern World, 1850 to 1950
In the second half of the 19th century, industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of isms (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system. (Prerequisite: HI 30) Three credits.

HI 203
European Society in the Middle Ages
This course examines the social history of Europe from the agricultural revolution of the 11th century until the end of the Hundred Years War. From feudalism and the concept of courtly love, to the bitter power struggles of popes and monarchs, the course emphasizes emerging institutions – secular and religious – that came to define Western Europe in this and subsequent ages and to provide its most enduring rifts and hatreds. The course offers in-depth consideration of the role of women in medieval society, the persecution of Jews and other minorities, the Crusades, and the Black Death, with particular focus on their impact on the lives of average Europeans. Students read from primary and secondary sources. (Prerequisite: HI 30) Three credits.

HI 205
Jews and Christians in Europe
This course surveys the history of Jewish-Christian interaction in Europe from late antiquity until the Dreyfus Affair, with emphasis on the 10 centuries between the ninth and the 19th. Using primary and secondary sources, literature, and film, students explore the complex relationships between Jews and Christians in these years, including often overlapping instances of persecution, segregation, disputation, coexistence, assimilation, and cooperation. The major political events, social shifts, and intellectual trends that profoundly altered European society in this extended period provide the backdrop on which the changing lives of Jewish and Christian Europeans are studied. (Prerequisite: HI 30) Three credits.

HI 210
The Third Reich
This course examines the origins and legacy of the Nazi dictatorship of 1933 to 1945. Students explore the wide range of factors that paved the way for Nazism by examining the long-term peculiarities of German history, the short-term crises of the years 1918 to 1933, and the pivotal role of Hitler and the German people in bringing the Nazis to power. Thereafter, students examine the social, economic, political, and cultural life of the Third Reich before turning to Hitler's unleashing of World War II and the Holocaust. The course concludes by surveying the lingering legacy of the Third Reich in postwar German and European memory. Formerly HI 310. (Prerequisite: HI 30) Three credits.

HI 211
Modern Germany I
This course examines the tragic duality of German history – saviors and savages, soldiers and artists – leading up to Hitler. Luther's break with Rome creates the never-solved problem of one Germany or two. The Hapsburg and Hohenzollern struggle for leadership pits universalism against nationalism. Germany embraces and then rejects the Enlightenment. The impact of the French Revolution and Napoleon forces the Germans into a united effort that, after the disastrous revolutions of 1848, is crystallized into a national state by Bismarck. The Second Reich is born as a militarist, newly industrialized Germany. (Prerequisite: HI 30) Three credits.

HI 212
Modern Germany II
This course examines the turbulent history of modern Germany from the Second German Empire, or Kaiser Reich, to the present-day Federal Republic. Themes include the destabilizing emergence of Germany as a great power in the late 19th century, the outbreak of World War I, the collapse of the Empire, and the revolutionary upheaval of 1918 to 1919. The course examines the birth of the ill-fated Weimar Republic, the rise of Nazism, and the

establishment of the Third Reich before moving to Hitler's unleashing of World War II, his genocidal campaign against the Jews, and Germany's ensuing wartime devastation, occupation, and division. The course concludes with an examination of the postwar political, social, and cultural development of West and East Germany through the nation's unification in 1990. (Prerequisite: HI 30) Three credits.

HI 215
Ireland from the Middle Ages to the Present
This course examines political, religious, economic, and social developments in the Irish island from early medieval times to the present day. Topics include Celtic culture and civilization, the coming of Christianity, the Viking and Norman invasions, the English conquests in the 16th and 17th centuries, the 18th-century Protestant ascendancy, the subsequent struggle for Catholic emancipation and home rule, the Potato Famine of 1845 to 1850, the struggle for independence during the early 20th century, the ultimate establishment of the Irish republic, the current problems in Northern Ireland, and the historical ties between Ireland and the United States. (Prerequisite: HI 30) Three credits.

HI 216
Rise of the British Empire
This course examines British overseas expansion between 1500 and 1815: the Tudor-Stuart conquest of Ireland; the establishment of the North American colonies and West Indian plantations; the growth of British power in India during the 18th century; and the early phases of British rule in Canada, Australia, and South Africa. Students study the causes and effects of imperial expansion from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire. (Prerequisite: HI 30) Three credits.

HI 217
Britain and its Empire Since 1800
This course examines the British Empire from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course finishes with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa. (Prerequisite: HI 30) Three credits.

HI 218
The Renaissance and Reformation
This course examines the invention of the individual in the Italian Renaissance and further developments by the great Northern humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Topics include visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais); God and man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals); and the expanded universe – the discovery of America and the new astronomy. (Prerequisite: HI 30) Three credits.

HI 220
History of the Ancient Near East and Egypt
This course surveys the vast array of civilizations arising in the ancient Near East and Egypt from 3000 to 330 B.C.E. The course examines the history and culture of these fascinating peoples and, through the many texts recovered and translated from their myriad ancient languages, sees once again through their eyes the vivid and turbulent times in which they lived. (Prerequisite: HI 30) Three credits.

HI 222
The Roman Revolution
This comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the second century B.C.E. through the reign of Augustus gives special attention to Rome's response to the cultural and governmental challenges imposed by its growing empire and how its responses forever changed the course of Western civilization. (Prerequisite: HI 30) Three credits.

HI 230
Early Modern France: Passion, Politics, and the Making of National Identity
This course covers the political, social, and cultural development of France from the 16th-century Wars of Religion to the ascension of Napoleon I in 1804, with an emphasis on the effects of revolutionary change on daily life (including the role of women, popular piety, the church and religious dissent, and labor relations), and on the impact of new political languages beyond the borders of France itself. Source readings, from the salon writings of the Bourbon court to the raucous songs of the streets of Paris, aid in considering if a French identity was formed during the period. (Prerequisite: HI 30) Three credits.

HI 232
Jefferson's America: 1760 to 1850
This course covers material from the coming of the American Revolution through the Age of Jackson, including the Constitutional Convention, the Federalist era, Jeffersonian republicanism, and Jacksonian democracy. The course emphasizes the development of political parties in this era of alternating cohesion and division, giving special attention to the religious and reform movements of the antebellum period, including Shakerism, transcendentalism, Mormonism, abolitionism, and feminism. The role of outsiders – free and enslaved Africans, women, and American Indians – is stressed. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 238
The United States, 1850 to 1900
Participants study the major transformations in U.S. economy, society, and politics from the decade of the crisis that led to the Civil War until the beginning of the Progressive Era. The course analyzes forces of change in the United States – urbanization, industrialization, the maturation of corporate capitalism, and the growing importance of international affairs – and their effects on the way people lived, thought, and acted. The experiences of African-Americans, immigrants, and women receive special attention. (Prerequisite: HI 30) Three credits.

HI 239
20th-Century United States
The course surveys development in American social, political, and economic life since 1900. Major themes include problems of advanced industrial society, the growing government role in the economy, America's growing role in the world, and social movements of the 1930s and 1960s. Ethnic and cultural diversity within American society receive attention. The course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 240
The Personal is Political:
Women's Activism in the 1960s
Little fanfare and much derision accompanied the re-emergence of a women's movement in the mid-1960s. Within less than a decade, massive changes were underway. From the dismantling of gendered employment ads to the identification of domestic violence as a crime, few argued that Second Wave Feminism was meaningless. Students in this course discuss the depth and range of women's grass roots activism as well as the features of a social movement; they trace the development of consciousness, the growth of different ideologies, and the formation of agendas. The course also explores movement fault lines such as the fictive category of woman, racism, and "structurelessness," in addition to the difficulties of sustaining coalition. From the Montgomery bus boycott in 1955 to the Houston Conference 22 years later, students encounter the women who illuminated the political nature of issues once relegated to the private arena. Course material includes extensive use of autobiography. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 241
Examining the Sixties:
History, Art, and Legacy
This course, offered by two historians who specialize in 20th-century American history, explores the 1960s from the dual perspectives of history and the arts. Political and artistic change happened concurrently in this era, and was often instigated by people who promoted societal change via the creation of art. The course approaches the period as "the long '60s," beginning in the early 1950s and ending in 1975 with the U.S. withdrawal of forces from Vietnam. Class sessions combine lecture, discussion, and experiential events as a means of understanding how art and activism worked hand-in-hand. Students may choose to take this course for either visual and performing art or history core credit. Also listed as VPA 241. This course meets the U.S. diversity requirement. Three credits.

HI 243
American Constitutional and Legal History I, 1776 to 1900
This course covers the origins of the American constitutional tradition, the manifold heritage of the American Revolution, Jeffersonian republicanism and federal judicial power, nationalism and the centralization of the Marshall court, the reaction on the Taney court, slavery and sectionalism, the Civil War, Reconstruction, the Second American Constitution, and the Gilded Age turn in American law. (Prerequisite: HI 30) Three credits.

HI 244
American Constitutional and Legal History II, 1900 to Present
This course examines the latter portion of the Fuller court, Imperialism and the Constitution, governmental efforts to restore economic competition, the police power, economic reform, progressivism, the tradition of national supremacy, new turns in civil liberties, the New Deal and the old Supreme Court, civil rights and the incorporation theory of the 14th amendment, and new roads back to legal conservatism. (Prerequisite: HI 30) Three credits.

HI 245
Feminism in America
Participants study feminism based on the premise that it is a multi-faceted struggle for women's autonomy and self-determination. The course focus is largely confined to the United States, birthplace of the first organized women's movement; however, it periodically expands its view beyond the United States for purposes of comparison. Students analyze the development of the feminist movement as well as feminist theory during the 19th and 20th centuries and explore the discourse on gender mediated by race and class, and its impact on women's lives. Using primary and secondary sources, students work toward a historical definition of feminism. Formerly listed as HI 143. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 246
Excellent Women, Deviant Women:
The Female Experience
This course surveys American women's history from the colonial era to the present, exploring the impact as well as the interdependence of gender, race, and class on experience. Although the term social history describes the course approach, it

uses biography to illuminate key issues and enrich student perspectives. Through careful examination of primary and secondary sources, the course pursues two themes: the interplay of gender constructs through the myths and realities of women's lives, and the crucial role women played in transforming public and private space. The course views women as agents whose testimony and actions are vital to understanding our history. Formerly listed as HI 142. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 250
America Enters the World: United States Foreign Relations, 1763 to 1900

Students explore the foundation of U.S. foreign relations from independence in 1776 to the outbreak of World War I in 1914. This course looks closely at the interrelationship between ideals and reality as the new United States struggled to protect and confirm its independence, establish a constitutional basis for foreign policy, and expand its borders and influence across the North American continent and around the world. The course discusses such questions as manifest destiny, the Monroe Doctrine, the Mexican War, the displacement of Native Americans, southern expansionism and the Civil War, the Spanish American War, and the open door policy as the United States became a world power on the eve of World War I. (Prerequisite: HI 30) Three credits.

HI 251
The American Century: The United States and the World since 1900

This course examines the development, crises, and turning points in U.S. relations with the world from Woodrow Wilson to the present, exploring issues such as U.S. reactions to the Russian Revolution, World War I, isolationism and the coming of World War II, the Grand Alliance, the origins and development of the Cold War, the nuclear arms race, the Vietnam War, the United States and Latin America, U.S./Soviet relations, the Middle East and Persian Gulf crises, and the post-Cold-War world. (Prerequisite: HI 30) Three credits.

HI 253
Colonial America, 1584 to 1760

This study of the foundations of American civilization compares the colonial systems of Spain, France, and England. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South, with special emphasis on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. The course also explores Native American/white relations and the development of white attitudes towards people of African American descent. (Prerequisite: HI 30) Three credits.

HI 258
Working People in 19th-Century United States

This course explores the social history of working people in the United States, from the pre-industrial period to the depression of the 1890s, to understand how and why the Labor Question – as the search for social stability was called in much of the 19th century – was a key component of American history. The course examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological change, 2) the making and re-making of the American working class across time, and 3) working people's relationships with employers and the state. The issues of slavery and its aftermath, immigration, and the place of women in the economy receive special attention. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 259
Working People in 20th-Century United States

This course explores the social history of working people in 20th-century America from the second Industrial Revolution of the 1890s to the post-industrial society of 2000. The course examines three broad areas of working people's historical experience: 1) how work has changed in this century, 2) how working people have defined themselves and their communities, and 3) how labor questions have affected management policy and public policy. Factors of gender, race, and ethnicity receive special attention. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 260
American Indian History

After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course focuses upon European contact and its effects on Native-American culture. The course explores the Native American's role in the colonial period of eastern North American history and the ways in which Native American societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier. The evolution of federal Indian policy from the American Revolution to the late 20th century is a major topic. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 262
African-American History, 1619 to 1865

This course examines the role that Africans played in the building of America after their forced migration to these shores. It emphasizes the rise of the plantation system, the cultural transformation of Africans into African-Americans, and the essential roles that slaves and slavery played in the emergence of the United States as an independent nation and its political and economic consolidation into a modern nation-state. Slaves and free blacks figure in this history, not just as tools and backdrop, but as social and political actors, rebels, and major builders of American civilization. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 263
Inventing Themselves: African-American Women in U.S. History

At the intersection of race, gender, and class, African-American women often challenged the codification of blackness and femaleness as well as a limited conception of class consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies, and transmitted cultural knowledge while defying racial/gender stereotypes. The multiple roles assumed by African-American women during their struggle from slaves to citizens in the United States represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community, and labor force. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 264
African-American History, 1865 to Present

This course examines the role people of African descent played as freed people and free people during Reconstruction, the Gilded Age, and the 20th century. It emphasizes the Southern origins of African America, the politics and economic activism of common people, and the recurring theme of struggle against racial injustice. This course meets the U.S. diversity requirement. (Prerequisite: HI 30) Three credits.

HI 274/IL 260
The West and the World: Historical and Cultural Perspectives

This course examines, using topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century, giving considerable attention to non-Western perspectives such as those of Asia, Africa, Latin America, the Arab world, Russia, and Eastern Europe. The course also includes an introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory. (Prerequisite: HI 30) Three credits.

HI 275
Russia's Road to Revolution, 1689 to 1917

Topics in this course include the modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914; and the revolutions of 1917. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 276
St. Petersburg in Russian History

Students explores the history of Russia from Peter the Great to the present through the political, social, and cultural heritage of Peter's city – St. Petersburg – Russia's "window on the west." St. Petersburg served as imperial Russia's capital from 1703 to 1918. After the consolidation of Soviet power, St. Petersburg (as Leningrad) continued to play a key role in 20th-century Russian social, political, and cultural history. The collapse of the Soviet Union in 1991 led to the rebirth of St. Petersburg as a cultural center. The course emphasizes historical sites and cultural accomplishments of St. Petersburg through the use of slides, video, and music. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 277
Mexico: Cortés to NAFTA

Topics in this course include Aztec society on the eve of the Spanish conquest; the nature and techniques of Spanish imperialism; Colonial society – church, state, hacendados, castas, indios; the revolutions for independence (1810-1821); the failure of liberalism in the mid-19th century and the subsequent dictatorship of Porfirio Diaz (1876-1911); the Mexican revolution, 1910 to 1940; and post-revolutionary Mexican society, 1940 to present. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 278
Tradition, Imperialism, and Revolution in Mainland Southeast Asia

Participants study the mainland Southeast Asian cultures of Kambuja, Laos, Myanmar, Thailand, and Vietnam, noting the historical Indian and/or Chinese influences on each. Topics include the different forms of western colonial rule on the native cultures, the legacy of imperialism, World War I, the conquest of Japan and World War II on the rise of nationalist and Communist movements, post-war independence and modernization attempts in the Cold War milieu. The course searches for the answer to the question: Why Vietnam? (Prerequisite: HI 30) Three credits.

HI 280
The West and the Middle East

This course examines Western and Middle Eastern relations from the 18th century to the present, relating recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed across two centuries. Topics include Western colonization and conquest; Middle

Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; and the Islamic revival. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 281
Portrait of the Arabs
This interdisciplinary course provides a broad introduction to Arab culture and society in the past and present, using novels, poetry, films, and scholarly studies to investigate contemporary issues and their relationship to a complex historical legacy. Topics include the formation of Arab identity; the relationship of city and countryside; women and the family; literature; the arts and architecture; and nation buildingl. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 282
Social and Cultural History of China and Japan
The course examines the traditional institutions of the classical and imperial ages of China and Japan to 1800. Topics include the Confucian basis of society, state, and education; the diffusion of Sinic culture among China's neighbors; arts and aesthetics; Japanese feudalism and the samurai tradition; early western contacts with China and Japanl. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 283
China, Japan, and the West, 1600 to Present
A study of the transformation of traditional civilizations of East Asia since 1800, course topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and nationalism and Communism in the 20th century. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 284
20th-Century Russia
This course covers such major themes as the impact of the 1905 and 1917 revolutions; Lenin, War Communism, and the new economic policy; Stalin, collectivization, and the Great Purges; the Russian war experience and the Cold War; Khrushchev, reform, and de-Stalinization; Brezhnev, stagnation, and detente; Gorbachev, glasnost, perestroika, and political and economic crisis; the Revolution of 1989 to 1991; and post-Soviet Russia. Formerly HI 384l. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 285
Modern China: 1800 to Present
This course examines the major developments in modern Chinese history from about 1800 to the present to show how China has been transformed from a semi-colonial country in the 19th century to a major player in world affairs today. Topics include the Opium Wars, the impact of imperialism on China and China's response to it, the revolutionary movements of the first two decades of the 1900s, the rise of nationalism and Chinese Communism, the anti-Japanese War, the history of the People's Republic of China, the current economic reform movement and social changes, and China's role in the new world order. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 286
The Rise of Modern Japan: 1800 to Present
This course examines the transformation of Japan from the late Tokugawa period in the 1800s to the emergence of Japan as a post-industrial society. It focuses on historical forces and events, and on the efforts of Japanese women and men that have shaped Japan's transition from a late developing industrial nation during the Meiji period (1868-1912) to a great economic power in the 20th century. The dramatic social, political, economic, and cultural changes of the 1980s and 1990s receive attention. Students compare Japan's path to modernization with that of the West. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 287
A Green History of Latin America
This course covers the understanding and treatment of human and natural resources in Latin America from the time of triumphant indigenous empires in the 1500s through the colonial Spanish and Portuguese empires, the unstable 19th-century independent republics, the modernizing 20th-century republics, and the neo-liberal empire of the new world order. The course examines how the ruling elites throughout these eras understood and used human and natural resources, how voices of dissent responded to the policies of those ruling elites, and how those voices fared under the elites. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 288
Colonial Latin America, 1492 to 1800
The course examines Indian cultures, Portuguese and Spanish institutions, and values on the eve of the conquests, including the clash of cultures and interests, and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian caciques and peasants, black slaves, and free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying hybrid cultures from the Rio Grande to Tierra del Fuego. The course also considers the Iberian colonies on the eve of the 19th-century revolutions for independence. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 289
Latin America in Revolution, 1800 to Present

This course examines the successful overthrow of the colonial establishment from 1808 to 1826, two centuries of ensuing political, economic, social, and cultural instability, and the search for a viable social order, emphasizing the elusive search for reform in the 20th century – an age of revolution, counter-revolution, and persistent oligarchies. The failure of the revolutionary experience in Mexico, Chile, and Nicaragua; the current ascendancy of neo-liberalism; and the great cultural achievements of the 20th century receive special considerationl. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 290
Central America: Conquistadores to Democracy

Topics include the indigenous cultures of Central America in 1500; the conquest culture of the Spanish, 1524 to 1821; the failure of the Central American union after independence; the consolidation of old elites through liberal and conservative regimes; attempts at modernization in the late 19th century and the beginnings of U.S. hegemony; 20th-century modernization under U.S. auspices; failed revolutions in Guatemala, El Salvador, and Nicaragua; the 1990s peace accords; and attempts at reconciliation and creation of civic societies. (Prerequisite: HI 30) Three credits.

HI 291
Africans in the New World, 1500 to 1800

Topics include the experience of Africans in the colonies of the New World from 1500 to 1800; the economic origins of modern slavery; the traffic in African slaves; perceptions of Africans by Europeans; slave systems imposed on the Africans; the response of Africans to slavery and subjection; and the role of freed Africans in the Spanish colonies, Portuguese Brazil, the British West Indies, French St. Dominique (Haiti), and British America/United States. Students make extensive use of primary sources. This course meets the world diversity requirement. (Prerequisite: HI 30) Three credits.

HI 304
The Holocaust in History and Memory

The Holocaust demands, yet stubbornly resists, historical understanding. This course addresses the Nazis' genocidal assault upon European Jewry and others by examining a wide range of factors that contributed to it. The course explores the roots of modern German anti-Semitism, the origins of Nazism, the establishment of the Nazi dictatorship, the sharpening of anti-Jewish measures during the Third Reich, and the escalation of persecution following the outbreak of World War II that culminated in the so-called Final Solution. Students consider the legacy of the Holocaust after 1945 by examining the postwar struggle to preserve its lessons in memory, the difficulty in finding adequate cultural means of representing its extreme dimensions, and the challenge of understanding the lessons that the event left for the postwar world. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 314
Peasant Toil, Peasant Revolt: Daily Life in Rural Europe before 1900

This course examines European peasant life from the Middle Ages until roughly 1900, with particular emphasis on historians' views of the topic. Based on historical studies of the peasantry, beginning with those of a pivotal group of 20th-century French scholars who transformed the study of European history and of history in general, the course considers how peasants lived, worked, and raised families; how they practiced religion; and how they related to political change in their communities. The course introduces students to various important scholars' treatments of peasant culture, and when and how peasants were moved to acts of violence. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 316
The French Revolution and Napoleon

The course considers the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship. It also analyzes Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 317
Religious Outsiders in Early Modern France and Europe

The course explores the role of religious minorities, including Protestants, Jews, and Catholic splinter groups, from 1492 to the French Revolution, with emphasis on the political and social aspects of each group's existence. Students examine images of religious minorities and forms of oppression and persecution to determine the boundaries of authority and the nature of belonging in European society, and how these aspects were changing during this period. Students use primary and secondary sources. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 319
The European Enlightenment
Students obtain an extended introduction to the classic philosophies of the European Enlightenment: Montesquieu, Voltaire, Helvetius, Diderot, Rousseau, d'Holbach, Hume, Beccaria, Lessing, and Kant, and their notions of empiricism, utilitarianism, liberalism, and human rights. Students undertake primary source readings on the philosophies' views of women and human sexuality, the other (Jew, African, Muslim, American Indian), and colonialism (Adam Smith). Major texts of Diderot, Gibbon, and Condorcet conclude the survey. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 320
European Romanticism, 1770 to 1840
Students undertake primary source readings in the late 18th-century founders of European romanticism (Rousseau, Goethe, Blake, Schiller, and Lessing) and extended readings in the classic romantics (Chateaubriand, Constant, de Maistre, Byron, Shelley, Büchner, Mazzini, and Newman). The course requires further primary source readings to consider the romantics' views of society, religion, women, Negroes, slavery, American Indians, and Arabs. Shelley's *Defense of Poetry* and a Balzac novel complete the survey. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 323
Tudor-Stuart Britain, 1485 to 1714
This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. These centuries saw the unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course also examines the structure of Tudor-Stuart society and the cultural changes resulting from the Renaissance and the Scientific Revolution. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 331
Era of the American Revolution, 1763 to 1800
An examination of the coming of the American Revolution and the transition from colonial to national status, this course discusses the military struggle itself and provides an assessment of the political, social, and economic effects of the Revolution. Topics include the Confederation period, the forming of the 1787 Constitution, and the Federalist era. Figures such as John Adams, Tom Paine, Jefferson, Hamilton, Madison, and Washington receive special attention. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 340
Reconsidering the New Deal Order, 1930 to 1980
This research seminar explores the history of U.S. society and politics from the Great Depression to the Great Society and considers the reasons for the successes and failures of public policy during these times. After considering economic and social changes from 1930 to 1980, the course examines the history of domestic social policy topics such as unemployment relief, economic planning, industrial relations, and the welfare state. The course also considers initiatives generated by politicians, business groups, government planners, labor movements, and community movements. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 342
Immigration, Ethnicity, and Race in U.S. History
This thematically arranged intensive reading, writing, and discussion seminar on the history of U.S. immigration in the 19th and 20th centuries situates the United States within the context of global migration patterns and economic development. Students investigate patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. They analyze how successive groups of immigrants were received by U.S. society by examining the origins and effects of recurrent waves of racism, nativism, and ethnic and class antagonism that pervade American history. This course meets the world diversity requirement. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 348
Social Movements in 20th-Century U.S. History
This research seminar explores the social history of grass-roots movements in the 20th-century United States and their effect on the contours of formal politics in American history. The course examines political processes such as pressure-group activity within the two-party structure, grass-roots political action, the rise of third parties and alternative ideologies, as well as the development, transmission, and change of popular political culture; the effects on politics of organization in other arenas; and the importance of racial and ethnic identities in American politics. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 354
American Military History

Through a study of America's wars from the 17th century to Vietnam, this course examines the role of the military in a democratic society and its effects on our nation's political, economic, social, cultural, and environmental institutions. Students analyze the changing nature of warfare through strategy and tactics, logistics, technology and weaponry and investigate geopolitics, the military-industrial complex, wars of national liberation, and counterinsurgency. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 355
The United States in World War II

This course investigates the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and collective security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The course examines important diplomacy of the wartime alliance; the major theaters of war; the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia, and the Pacific; use of the atomic bomb; and failure to make a satisfactory peace. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 356
History of the Cold War

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991, covering such issues as Lenin-Wilson ideological antagonism, the shift from Grand Alliance to Cold War, the arms race, the rise and fall of detente, and the collapse of the Cold War order in Europe and the Soviet Union from 1989 to 1991. The course attempts to approach the topic by understanding both sides of the conflict, studying decisions, policies, and actions in a bilateral fashion. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 362
The Frontier: Man, Nature, and the American Land

This course considers the interaction of man and the American land from the earliest colonial settlements to the present and includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the experience of pioneer women; and mining, cattle, and farming frontiers. The course also examines changing attitudes toward the environment as reflected in the writing of American naturalists; man and the environment in different eras of the American past. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 363
China in Revolution

The course begins with the 19th-century imperialist legacy that gave rise to Chinese nationalism and the Chinese revolution of 1911. Major topics include Sun Yat-sen's vision for China, the struggle between the nationalists and Communists for control of China, the impact of Japanese imperialism and World War II, and the founding of the People's Republic of China in 1949. Students analyze PRC's domestic and foreign policies through the "Great Leap Forward," the thought of Chairman Mao, the Great Proletarian Cultural Revolution, Sino-Soviet-bloc relations, Korea, Vietnam, and the "two Chinas issue" with the United States. This course meets the world diversity requirement. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 366
Gender, Culture, and Representation: Women in China and Japan 1600 to Present

Are Chinese and Japanese women mere victims of a patriarchal society? Do socialist revolution and industrial modernization liberate women? This seminar examines those questions by studying the historical changes and continuities in the experience of women in China and Japan from approximately the 17th century to the present. The construction and representation of gender relations in China and Japan represent complex processes with many changes. Using verbal and visual texts, this course considers women's lives and their struggles to represent themselves in both societies as well as the historiography on those subjects. This course meets the world diversity requirement. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 367
East Asia in 20th-Century American Wars

During the 20th century the United States fought three wars in East Asia: the Pacific War, the Korean War, and the Vietnam War. How did the East Asians perceive and react to the wars? How did the wars affect people's lives and societies in East Asia? How did the wars affect postwar relations between the United States and East Asia? Did race, culture, and ethnicity play significant roles in these wars? This course examines those questions by studying East Asia in the three American wars as an oral and social history. The course focuses on the human dimensions of the wars as experienced by those East Asians who fought and lived through them. This course meets the world diversity requirement. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 370
The Jews of the Middle East and North Africa

Students examine Jewish history within the Middle East and North Africa from the rise of Islam until the creation of Israel. The course analyzes the development and key features of Judeo/Arab societies and the factors that contributed to their disintegration and destruction. Topics include Arab/Jewish relationships before Islam; the Prophet Muhammad and the Jews; the legal, social, and economic status of Jews in the Arab/Islamic Middle Ages; Jewish cultural development within an Arab/Islamic context; and Jews of the Arab and Turkish worlds in the 19th and 20th centuries. This course meets the world diversity requirement. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 371
Arab-Israeli Conflict

The course traces the Arab-Israeli conflict from the end of the 19th century until the present, emphasizing the political and socioeconomic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include Anti-Semitism and the Birth of Zionism; the British Mandate; the creation of Israel; the relationship between Israel and the Arab states; the Israeli occupation of the West Bank and Gaza; the rise of the Palestinian resistance; Israel's war in Lebanon; and prospects for the future. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 372
Terrorism in History

This course examines terrorism as it has been perpetrated by individuals, political-military groups, and states of varying political ideologies. Topics include political violence in antiquity and medieval times; the French Revolution; terrorism, anarchism, and Marxism; terrorism and national liberation; and terrorism and religion. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 376
The Spanish Caribbean: Cuba, Santo Domingo, and Puerto Rico from Columbus to Castro

Topics in this course include the Spanish conquest; the demise of the Caribbean Indians; colonial institutions and plantation slavery; Toussaint L'Ouverture and the establishment of the first Black republic in Latin America; economic growth and revolutionary currents in 19th-century colonial Cuba; 20th-century anarchy and dictatorship in Haiti and the Dominican Republic; U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity; the final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution; and Haiti after the destruction of the Aristide revolution. This course meets the world diversity requirement. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 385
Comparative Russian Revolutions

An intensive reading, writing and discussion seminar studying in some depth the background, origins, development, and outcomes of two Russian revolutionary periods of the 20th century: the interrelated upheavals of 1905 to 1917, resulting in the overthrow of the tsarist regime and its replacement by the Bolsheviks; and the reform, collapse, and transformation of the Communist government of the Soviet Union from Mikhail Gorbachev to the present. In the process of two in-depth examinations, the course explores contrasts among the social, economic, political, and cultural forces at work in the two revolutionary periods. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 391
The Meanings of History

This upper-division seminar for juniors and seniors analyzes the ideas of seminal Western and non-Western thinkers – historians and philosophers who have had a profound influence on historical understanding and the practice of historians. Topics include the following questions: What is history? To what extent has the understanding of history changed in various times, places, and cultures? Are "scientific" history and the discovery of objective truth possible? Do stable civilizational identities exist and what value do such concepts have for historical understanding? The course examines the contemporary political, social, and cultural relevance of these and comparable questions through intensive readings, discussions, and analytical papers. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 395
History Internship

Candidates work a minimum of eight hours per week during the semester at the Fairfield Historical Society, Greenwich Historical Society, or Bridgeport Public Library Historical Collections. An intern's work at these sites may include researching and mounting an exhibit, cataloging manuscript and artifacts collections, or organizing and conducting historical walking tours. Training in required skills is provided at the site. Under the direction of a member of the history faculty, interns write a research paper based on the work of the internship. Open to juniors and seniors by arrangement as available. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 397
Special Topics in History

This course offers an in-depth investigation of a significant historical problem or topic, conducted in a seminar format. The professor teaching the course chooses the topic. The course is limited to 15 junior- or senior-level students. (Prerequisites: HI 30 and one 200-level course) Three credits.

HI 399
Independent Study
Open to juniors and seniors only, this course provides an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course results in a serious paper of publishable quality in student-centered journals (15 to 20 pages). Students arrange for independent study during registration period of the semester prior to the one in which they wish to take the course by applying to a professor under whose direction they wish to study. Students should obtain a copy of the "Department Policy for Independent Study" from the chairperson prior to applying. All independent study must have the concurrence of the department chairperson. Students may take only one independent study. (Prerequisites: HI 30 and one 200-level course) Three credits.

HONORS PROGRAM

Faculty

Director
Thiel *(Religious Studies)*

Associate Director
Rakowitz *(Psychology)*

Advisory Board
Garvey (English)
G. Lang *(Mathematics)*
Nantz *(Economics)*
Scheraga *(Business)*
Schwab *(Visual and Performing Arts)*

The goal of the Honors Program is to engage talented students drawn from all of the University's undergraduate schools in a challenging program of study through a carefully crafted series of courses and seminars. The emphasis is on active involvement in the learning process, and the intention is that the program complement studies in core and major courses without having a negative impact upon students' freedom to pursue minor or elective courses. The Honors Program consists of approximately 50 students from each class, selected partially at the time of admission to the University, partially toward the end of freshman year.

The following particular aims can be identified. To encourage students:

1. to become culturally literate in the Western tradition by studying some of its "great ideas" as expressed in the humanities, the arts, and the social and natural sciences;
2. to appreciate challenges to the Western intellectual tradition either by considering critical voices traditionally marginalized in that culture or by investigating the assumptions of a non-Western culture;
3. to learn to make connections between disciplines, and to learn to ask the larger questions that transcend any single discipline; and
4. to bring the honors experience to bear on the field of their chosen major at a high level of accomplishment through the completion of a research project appropriate to the particular discipline.

Requirements

The Honors Program comprises 23 credits. Twenty credits are earned through honors courses completed in the first three years of the program; three credits are earned through an independent study usually undertaken in the student's major during the senior year.

Students who complete the Honors Program are exempt from 21 core credits. Students may choose to exempt themselves from no more than one course in each of four of the following areas or disciplines: natural science, history, social/behavioral science, philosophy, religious studies, and visual and performing arts (12 credits).

Additionally, each student is exempted from the three English core courses (nine credits). If students have already taken EN 11 and EN 12 at Fairfield by the time they enter the Honors Program, they are exempt from the third English course, along with no more than one course in each of the following: natural sciences, history, social/behavioral science, philosophy, religious studies, and visual and performing arts. The student's second year of honors coursework satisfies either the U.S. diversity requirement (HR 200) or the world diversity requirement (HR 201) depending on the course the student completes.

Students who complete the Honors Program in good standing have their achievement noted on their final transcripts. Those who complete the program with an average grade of B+ in honors courses receive the designation "University Honors Program Completed with Distinction." Those who complete the program with an average of A in honors courses receive the designation "University Honors Program Completed with High Distinction."

Course Descriptions

FIRST YEAR: The Western Tradition

HR 100
Ideas That Shaped the West
This team-taught lecture/seminar course examines selected ideas or themes from Western intellectual history, focusing on developments in philosophy, society, science, and the arts. The ideas selected vary from course section to course section. Four credits.

HR 101
Minds and Bodies
This team-taught lecture/seminar course examines constructions of the human person, and the social reflections of these constructions, in Western culture. The ideas selected vary from course section to course section. Four credits.

SECOND YEAR: Beyond the Western Paradigm

HR 200
Challenges to the Western Tradition
This course examines alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West by considering critical voices traditionally marginalized in that culture. In the second year of honors coursework, students complete either HR 200 or HR 201. This course meets the U.S. diversity requirement. Three credits.

HR 201
Non-Western Culture
This course examines alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West by investigating the history, world view, and assumptions of a non-Western culture. In the second year of honors coursework, students complete either HR 200 or HR 201. Three credits.

HR 202
Honors Seminar
This seminar, offered in one of the traditional disciplines, seeks to cultivate the skills of critical thinking, cogent argumentation, and effective writing, all by attending to a particular subject matter.

Honors students earn six credits in HR 202 by completing one version of the seminar in their second year of honors coursework and another version of the seminar in their third year of honors coursework. A complete title, reflecting the seminar's particular subject matter, appears on the student's transcript. Three credits.

THIRD YEAR: Interdisciplinary Inquiry

HR 300
Interdisciplinary Inquiry
This team-taught course stresses the value of interdisciplinary approaches to scholarly inquiry by investigating a wide-ranging theme from the perspective of at least two disciplines. Possible themes treated in a given year are progress and its critics, genius and creativity, and the city in the American imagination. Three credits.

HR 202
Honors Seminar
This seminar, offered in one of the traditional disciplines, seeks to cultivate the skills of critical thinking, cogent argumentation, and effective writing, all by attending to a particular subject matter. Honors students earn six credits in HR 202 by completing one version of the seminar in their second year of honors coursework and another version of the seminar in their third year of honors coursework. A complete title, reflecting the seminar's particular subject matter, appears on the student's transcript. Three credits.

HR 399
Senior Honors Project
Independent Study
The senior honors project provides an opportunity for students to engage in mature research under the supervision of a faculty mentor. The senior honors project is not a course in its own right but an independent study of three credits, typically conducted in the student's major field of study, which is recognized toward the completion of honors requirements. In the humanities, the project should be a paper of at least 25 to 50 pages in length. In studio art and creative writing, the project should take the form of a significant portfolio. In the natural sciences, mathematics, social sciences, nursing, and in the various areas of business, the finished project should conform to the discipline's acceptable format and length for publication. Three credits.

PROGRAM IN INTERNATIONAL STUDIES

Faculty

Director
Kidd *(International Studies)*

Coordinating Committee
Hodgson *(Sociology)*
LeClair *(Economics)*
McFadden *(History)*
Dew *(Politics)*
Tucker *(Finance)*
Poli *(Accounting)*
Tellis *(Information Systems and Operations Management)*

Ex-officio
Seymour *(Business)*

International Studies is an interdisciplinary program offered by the College of Arts and Sciences and the Charles F. Dolan School of Business. This popular program was created in 1993 in recognition that the world today is experiencing profound changes. The people of the world are becoming economically, politically, and ecologically interdependent. National economies are giving way to a world economy. Geographic boundaries are increasingly porous in the face of instantaneous electronic communication. Regional trading blocs and supranational organizations are challenging the idea of the nation-state on a variety of issues including human rights, the environment, and economic development. In the United States, the industrial society is giving way to a knowledge-based, post-industrial society.

The International Studies Program seeks to prepare students for careers and leadership positions in the 21st century. The core international studies courses outlined below provide an overview of the international environment and a theoretical framework through which global issues are examined. These courses deal with physical and cultural environments; comparative economic and political systems; the global business environment of international trade; investment and transnational corporations; and the issues, norms, and structures of global politics.

With careful guidance from a faculty advisor, students supplement the core international studies courses with electives selected from many disciplines to serve their academic and career interests. International studies majors are encouraged to pursue advanced foreign language study, study abroad, and obtain hands-on experience in a junior- or senior-year internship with an international focus.

Two majors are offered under this program: the College of Arts and Sciences offers a B.A. in international studies, while the Charles F. Dolan School of Business offers a B.S. in international studies-international business. Students in both degree programs share a common interdisciplinary core; the remaining courses are selected from multidisciplinary offerings as described below.

Graduation with Honors in International Studies
Students with a GPA of 3.5 or greater in international studies major courses or in overall course work and no less than a 3.2 GPA in either area are candidates for graduation with honors in international studies. Students earn honors status by writing and orally defending a superior paper in IL 300 Senior Capstone Seminar. Fairfield University has a campus chapter of Sigma Iota Rho, the national honor society for international studies. Students with a GPA of 3.2 or greater are nominated for membership.

Requirements

International Studies Major

For the 33-credit B.A. in international studies through the College of Arts and Sciences, students:

1. Complete an 18-credit core composed of:
   - IL 10 Introduction to International Studies: Geography and Demography
   - IL 101 Principles of International Business
   - AY 130 Societies and Cultures of Africa and Latin America
   OR
   - AY 150 Societies and Cultures of Asia and the Pacific
   - IL 200 Contemporary Global Issues
   - IL 260 The West and the World
   - IL 300 Senior Capstone Seminar
2. Complete 15 credits of electives selected from courses with an international focus. Two of these must be taken in the Dolan School of Business.
3. Complete a complementary minor in an appropriate area selected in consultation with the international studies director. Appropriate minors include: area studies (Asian studies, Italian studies, Latin American and Caribbean studies, and Russian and East European studies), economics, history, modern languages and literatures (French, German, and Spanish), peace and justice studies, politics, and sociology and anthropology. Students may also take any of the minors in the Dolan School of Business. Course work in the complementary minor does not count twice as major course work.

For a 30-credit B.S. in international studies through the School of Business, students:

1. Complete a 15-credit core composed of:
   - IL 10 Introduction to International Studies: Geography and Demography
   - AY 130 Societies and Cultures of Africa and Latin America
   OR
   - AY 150 Societies and Cultures of Asia and the Pacific
   - IL 200 Contemporary Global Issues
   - IL 250 International Management
   - IL 300 Senior Capstone Seminar
2. Complete 15 credits of electives selected from courses with an international business focus. Two of these must be taken in the College of Arts and Sciences and can double count for University core requirements.
3. Complete the School of Business core requirements:
   - AC 11, AC12 Introduction to Accounting
   - IS 100 Introduction to Business Accounting
   - MA 17 Introduction to Probability and Statistics
   OR
   - MA 27 Intermediate Business Statistics
   AND
   - A third mathematics course
   - BU 11 Legal Environment of Business
   - BU 100 Business Decision Making
   - BU 200 Creating a Competitive Advantage
   - BU 211 Legal Environment of Business for Accountants
   - BU 225 Business Processes and Information Technologies
   - BU 300 Business Strategy in the Global Environment
   - AE 291 Business Ethics
   - EC 11 Introduction to Microeconomics
   - EC 12 Introduction to Macroeconomics

See the School of Business section of this catalog for course sequencing.

Business students pursuing the major in international studies are strongly encouraged to take, as their second history core course and third English course, classes listed as history and English international studies electives.

International Studies Minor

The College of Arts and Sciences offers a six-course, 18-credit minor in international studies consisting of:

- IL 10 Introduction to International Studies: Geography and Demography
- IL 101 Principles of International Business
- IL 200 Contemporary Global Issues
- Three additional courses are to be selected from the electives listed below. These three additional courses must be drawn from at least three different disciplines. Only one of the elective courses may double count for another minor.

Students may also complete an 18-credit minor in international business. Details of the minor are included in the international business heading in the Dolan School of Business section of this catalog.

Course Offerings

International Studies Program

IL 10	Introduction to International Studies: Geography and Demography
IL 101	Principles of International Business
IL 200	Contemporary Global Issues
IL 250	International Management
IL 260	The West and the World
IL 295	Seminar in International Studies
IL 296	Contemporary Issues in International Business
IL 298	Internship in International Studies
IL 299	Independent Study
IL 300	Senior Capstone Seminar

Dolan School of Business Electives

BU 120	Environmental Management
BU 350	International Business Law
FI 200	Global Capital Markets
FI 240	International Finance
IS 350	Global Information Systems
MK 312	Global Marketing
MG 302	Global Human Resources

Applied Ethics

AE 275	Global Environmental Issues
AE 293	Ethics of War and Peace

Asian Studies

AN 310	Asian Studies Seminar

Biology

BI 79	Rainforest Ecosystems
BI 80	Tropical Marine Biology

Communication

CO 335	Globalization, Media, and Culture
CO 340	Intercultural Communication
CO 341	International Communication

Economics

EC 120	Environmental Economics
EC 125	Global Competition and Competitiveness
EC 230	Comparative Economic Systems
EC 231	International Trade
EC 233	International Economic Policy and Finance
EC 235	Economic Development of Third World Nations

English

EN 267	Modern British Literature
EN 269	Modern Irish Drama
EN 283	The Modern Italian Short Story
EN 285	The Modern Tradition: International Short Fiction
EN 290	Literature of the Holocaust
EN 366	20th-Century Russian Novel
EN 368	Imperial Fictions and Colonial Voiceovers
EN 374	The Modern British Novel
EN 375	Post-Modernism in World Literature
EN 398	Women and Fiction: An International Perspective

Environmental Studies

EV 150	Earth Environment
EV 300	Seminar on the Environment

History

HI 210	The Third Reich
HI 212	Modern Germany II
HI 217	Britain and Its Empire Since 1800
HI 251	The American Century: The United States and the World Since 1900
HI 277	Mexico: Cortés to NAFTA
HI 280	The West and the Middle East
HI 281	Portrait of the Arabs
HI 284	20th-Century Russia
HI 285	Modern China: 1800 to Present
HI 286	The Rise of Modern Japan: 1800 to Present
HI 289	Latin America in Revolution: 1800 to Present
HI 290	Central America: Conquistadors to Democracy
HI 304	The Holocaust in History and Memory
HI 356	History of the Cold War
HI 363	China in Revolution

HI 366	Gender, Culture, and Representation: Women in China and Japan, 1600 to Present
HI 367	East Asia in 20th-Century American Wars
HI 370	The Jews of the Middle East and North Africa
HI 371	Arab-Israeli Conflict
HI 385	Comparative Russian Revolutions

Latin American and Caribbean Studies

LAC 301	Seminar on Latin America and the United States
LAC 302	Seminar on the Human Condition in Latin America

Modern Languages and Literatures

FR 251-FR 252	Culture and Civilization of France and the Francophone World
FR 267	French Commercial Culture
FR 271	Contemporary French Press and Media
FR 346	Modern French Theatre
FR 347	Modern French Novel
FR 366-FR 367	Film and Literature in French
GM 251-GM 252	German Civilization and Culture
IT 253	Contemporary Italian Culture
IT 271	Italian Cinema
SP 211	Career-Oriented Spanish
SP 253	Spanish American Civilization
SP 271	Hispanic Film
SP 341	20th-Century Spanish Literature
SP 346	Spanish American Drama

Philosophy

PH 266	The Concept of Human Rights

Politics

PO 12	Introduction to Comparative Politics
PO 130	International Relations
PO 133	United States Foreign Policy
PO 134	International Political Economy
PO 135	Peace and War in the Nuclear Age
PO 140	European Politics
PO 141	African Politics
PO 142	Latin American Politics
PO 143	Caribbean Politics
PO 144	Middle Eastern Politics
PO 145	Asia Politics: East Asia
PO 146	Vietnam and the American Experience
PO 147	Northern Ireland: The Politics of War and Peace
PO 149	Third World Politics
PO 152	Weapons of the Weak: Political Tools of the Disadvantaged
PO 221	Seminar on Britain
PO 246	Seminar on China
PO 249	Seminar on Russia
PO 346	Seminar on Vietnam

Religious Studies

RS 287	Hinduism
RS 288	Buddhism
RS 290	Religions of China
RS 291	Religions of Japan

Russian and East European Studies

RES 110	Introduction to Russian Culture
RES 160	East European Seminar
RES 310	Capstone Seminar

Sociology and Anthropology

SO 184	Population: Birth, Death, and Migration
SO 191	Social Change in Developing Nations
AY 111	Cultural Anthropology
AY 130	Societies and Cultures of Africa and Latin America
AY 140	Marriage in Cross-Cultural Perspective
AY 150	Societies and Cultures of Asia and the Pacific
AY 168	Women and Men: The Anthropology of Gender
AY 199	Societies and Cultures of East Asia

Visual and Performing Arts

AH 152	Modern Art
AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia
FM 104	World Cinema
MU 122	World Music History and Ensemble
MU 244	Music of the 20th Century
TA 111	History of Theatre II
TA 121	Modern European Theatre

Course Descriptions

IL 10
Introduction to International Studies: Geography and Demography
This course introduces students to regional geography and demography, and examines the role of geography and demography in shaping regional culture, economics, and politics, and the impact of these human systems on the geography and ecology of the Earth. This course meets the world diversity requirement. Three credits.

IL 101
Principles of International Business
This course introduces students to the environment of international business and to the core disciplines of business, using case studies drawn from international business. Open to students in the College of Arts and Sciences only. (Prerequisite: EC 12) Three credits.

IL 200
Contemporary Global Issues

This course examines the relations among states in the international system in order to understand the sources of conflict and the means of achieving conflict resolution. Issues include security, human rights, environment, and globalization of the economy. Through research papers and case studies, the course also explores evolving norms and structures related to these issues. (Prerequisites: PO 12, EC 12) Three credits.

IL 250
International Management

This course deals with the emergence of transnational corporations and their growing impact on the economic development of various nations. The course focuses primarily on the strategic management by transnational corporations of their global businesses in a multinational environment, examining how transnational corporations evaluate their external environment and decide operational policies and practices so as to effectively use their global resources. Topics include strategic planning, organizational arrangements, production management, marketing, financial management, and human resource management. Students who take IL 250 may not take MG 360. (Prerequisite: BU 100 and BU 200, or IL 101) Three credits.

IL 260/HI 274
The West and the World: Historical and Cultural Perspectives

Using topical, geographic, and critical approaches, this course examines the interaction of the United States and Western Europe with the rest of the world in the 20th century, giving considerable attention to non-Western perspectives such as those of Asia, Africa, Latin America, the Arab world, Russia, and Eastern Europe. The course includes an introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory. Three credits.

IL 295
Seminar in International Studies

The course examines special topics in international studies. The specific topic for a given semester is announced at the time of registration. The course may be repeated with permission of the program director. Three credits.

IL 296
Contemporary Issues in International Business

The course examines special topics in international business. The specific topic for a given semester is announced at the time of registration. The course may be repeated with permission of the program director. Three credits.

IL 298
Internship in International Studies

Students accept placements with local organizations, government agencies, or non-profit organizations in positions with an international component. Interns learn to apply knowledge acquired in their course of study to real-world situations. Completion of the internship requires regular meetings with the supervising faculty member, submission of a work log, and one paper. Note: Students complete the internship in addition to the basic requirements for the major or minor. (Prerequisites: junior or senior status and a 2.8 GPA.) Three credits.

IL 299
Independent Study

Students pursue an independent research project on international issues under the supervision of a faculty member. Open to juniors and seniors with permission. Three credits.

IL 300
Senior Capstone Seminar

This course helps students identify emerging trends in global business, economics, politics, and the socio-cultural environment, and examines the effect these trends have upon existing international relations and international business. The capstone seminar helps students develop creative thinking in analyzing international issues. Students undertake a major research project as a central activity in this course, which is offered in the senior year after students have completed all core courses in international studies. Three credits.

PROGRAM IN
IRISH STUDIES

Faculty

Program Director
Mullan *(English)*

Advisory Committee
W. Abbott *(History)*
Cassidy *(Politics)*
Chappell, M. White, M.C. White *(English)*
O'Connor *(American Studies)*
Rose *(Art History)*
Yarrington *(Visual and Performing Arts)*

The Irish Studies Program explores various aspects of a culture that has produced the oldest vernacular literature in Europe, a rich tradition of Celtic art, and a devotion to scholarship that perhaps was crucial in saving Western civilization. As a nation, Ireland has had a long, turbulent, and fascinating history. In the last century, Ireland has changed from a conservative, agricultural country to a modern, technologically aware one, from a colony of Great Britain to a free, democratic republic, and from one of the poorest nations in the world to one of its most prosperous.

Irish Studies at Fairfield affords students the opportunity to investigate the contributions of Ireland to the world in terms of its literature, history, politics, film, and art. Now affiliated with the National University of Ireland, Galway, the Irish Studies Program, through study abroad, also allows students to take Irish-focused courses in archaeology, economics, sociology, linguistics, and the Irish language.

Requirements

For a 15-credit minor in Irish studies, students:

- Complete five three-credit courses, including either EN 279 Irish Literature or HI 215 History of Ireland, Middle Ages to the Present.
  - Those who choose EN 279 may take up to two additional English courses and must take the remaining two courses in different fields.
  - Those choosing HI 215 may take up to three additional courses in English, with the remaining course in a field other than English or history. At least these courses must be taken at Fairfield.
- Note: Students may apply no more than two courses taken while studying abroad in Ireland during the fall or spring semesters toward the minor's requirements. This restriction does not apply, however, to English credits earned during Fairfield University's two-week Galway Summer Experience at the National University of Ireland, Galway (EN 369).

While studying abroad is not required for completion of the Irish studies minor, students are strongly encouraged to do so.

Irish Studies courses are offered in a variety of fields and disciplines. Please contact the program director for a course list and course descriptions. Some available courses are:

AH 121	The Celtic World and Early Irish Art
AS 327	The Irish in American Film
EN 268	The Irish Short Story
EN 269	Modern Irish Drama
EN 273	Irish-American Literature
EN 279	Irish Literature
EN 393	James Joyce's *Ulysses*
HI 215	Ireland from the Middle Ages to the Present
IL 250	International Management
PO 147	Northern Ireland: The Politics of War and Peace

Italian

(see Modern Languages and Literatures)

PROGRAM IN
ITALIAN STUDIES

Faculty

Program Director
Carolan *(Modern Languages and Literatures)*

Advisory Committee
P. Eliasoph *(Visual and Performing Arts)*
Escobar *(Visual and Performing Arts)*
Long *(Philosophy)*

The Italian Studies Program focuses on a nation and people whose contribution to civilization has been significant. Virtually every area of the arts, humanities, social sciences, natural sciences, and mathematics partakes of that heritage, while Italy continues to influence cultural, political, scientific, and economic trends today.

Italian studies at Fairfield offers students an opportunity to explore, analyze, and appreciate Italy from the perspectives of a variety of academic disciplines, including language, literature, film, art history, architecture, politics, history, philosophy, religion, science, and business. This interdisciplinary program includes courses offered in Connecticut and at Fairfield University's campus in Florence, Italy.

Requirements

To complete a 15-credit minor in Italian studies students must:

- Demonstrate ability in the Italian language through the intermediate level.
  - The language of modern Italy is Italian. Inasmuch as cultural mores and concepts are reflected and communicated in language, students must achieve minimal proficiency in the language to begin to access the richness and complexity of Italy. Hence, all students pursuing the minor must meet this language expectation by successfully completing IT 101-102 Intermediate Italian or by passing a placement test administered by University faculty that verifies competency through the intermediate level. **Note:** Completion of this requirement is not considered a prerequisite for coursework in the minor. Instead, students are permitted to begin minor coursework during or prior to fulfilling the language requirement.

- Complete five courses (15 credit hours) of coursework.
  - At least four of the courses must be Italy-focused (dealing exclusively with Italy) or Italian language and literature courses at the continuing level (IT 121-122) or higher. The fifth course may be another Italy-focused course or it may be an Italy-component course in which at least half of the course material deals with Italy. **Note:** No more than three of the five courses may be completed in a single discipline.

While study abroad is not required for completion of the minor, participation in the University's program in Florence, Italy (fall, spring, or summer sessions) is strongly encouraged.

Italian studies courses are offered in a variety of fields and disciplines. A complete list of Italy-focused and Italy-component courses is available from the program director.

Course offerings:

Modern Languages and Literatures

IT 11/ IT 12	Basic Italian
IT 101/ IT 102	Intermediate Italian
IT 121/ IT 122	Continuing Italian
IT 223	Italian Composition and Oral Expression
IT 253	Contemporary Italian Culture
IT 271*	Italian Cinema
IT 355	The Novella
IT 381/ IT 382	Coordinating Seminar/Independent Study
IT 393**	Italian American Experience

*Taught in English
**Counts toward the U.S. diversity requirement

History

HI 203	European Society in the Middle Ages
HI 218	The Renaissance and Reformation

Philosophy

PH 212	Political Philosophy: Plato to Machiavelli

Politics

PO 123	Modern Political Ideologies
PO 140	European Politics

Religious Studies

RS 204	Voices of Medieval Women: Silent No More
RS 224	The Papacy

Visual and Performing Arts

AH 130	Renaissance Art in Italy
AH 135	Renaissance and Baroque Architecture
AH 140	Baroque Art
AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia

English

EN 283	The Modern Italian Short Story

Japanese

(see Modern Languages and Literatures)

PROGRAM IN
JUDAIC STUDIES

Faculty

Director
Umansky *(Religious Studies)*

Steering Committee
Behre-Miskimin, Rosenfeld *(History)*
P. Eliasoph *(Visual and Performing Arts)*
Feigenson *(English)*
Prosnit *(Religious Studies)*

Judaism is a fundamental study for all who wish to understand the roots of Western civilization. The Jewish religion is the oldest monotheistic faith and remains a vital tradition as well as the foundation for Christianity and Islam. In addition, the history of the Jewish people is a rich tapestry that extends almost 4,000 years in time and throughout most of the world.

The Judaic studies minor is an interdisciplinary program, primarily based in the Department of Religious Studies. The Carl and Dorothy Bennett Center for Judaic Studies, which houses the office of the program director, a seminar room, and student lounge, serves as the program's physical locus.

Requirements

For a 15-credit minor in Judaic studies, students:

- Complete five three-credit courses. At least two of these courses must be taken in the Department of Religious Studies; at least one course must be taken outside of the department.

Students may structure their own course of study in consultation with the program director, but they are expected to gain an understanding of basic Jewish religious beliefs and practices as well as those political, social, and cultural forces that have helped shape the historical experiences of the Jewish people.

Independent study and internships are encouraged and can be substituted for any course (other than the two required religious studies courses) with the approval of the program director. Students are also encouraged to apply for summer, and semester – or year-long programs in the United States or Israel, especially those offering Hebrew language study. Students receiving credit for such programs and/or Judaic studies courses taken at another university may count up to six Hebrew language credits and three additional credits toward the Judaic studies minor.

Courses offerings:

Religious Studies

RS 100	Introduction to Judaism
RS 101	History of the Jewish Experience
RS 150	Jewish Interpretations of Scripture
RS 203	Women in Judaism
RS 242	Jews and Judaism in America
RS 244	Faith After the Holocaust
RS 340	Modern Jewish Theology

English

EN 290	Literature of the Holocaust
EN 388	Jewish Literature

History

HI 205	Jews and Christians: A Social History
HI 210	The Third Reich
HI 212	Modern Germany II
HI 304	The Holocaust in History and Memory
HI 317	Religious Outsiders in Early Modern France and Europe
HI 342	Immigration, Ethnicity, and Race in U.S. History
HI 370	The Jews of the Middle East and North Africa
HI 371	Arab-Israeli Conflict

Modern Languages and Literatures

HE 11	Basic Hebrew I
HE 12	Basic Hebrew II
HE 101	Intermediate Hebrew I
HE 102	Intermediate Hebrew II

Visual and Performing Arts

AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes

Latin

(see Classical Studies)

PROGRAM IN
LATIN AMERICAN AND CARIBBEAN STUDIES

Faculty

Director
Sourieau *(Modern Languages and Literatures)*

Liaison Faculty
Seymour *(Business)*
Crabtree *(Communication)*
Buss, Franceschi *(Economics)*
Petry *(History)*
Tellis *(Information Systems)*
Kidd *(International Studies)*
Novotny *(Nursing)*
Gordon *(Philosophy)*
Dew *(Politics)*
Hodgson *(Sociology and Anthropology)*
Campos, García-Devesa, W.N. Hill, Lopez *(Spanish)*
Escobar *(Visual and Performing Arts)*

Fairfield University's commitment to a humanistic perspective and to the concept of social justice requires that Fairfield students be introduced to the "other" Americans who inhabit this hemisphere. The vibrant cultures of the Caribbean and Central and South American nations, blending indigenous, European and African influences, provide a rich field of study that can be approached from many points of view.

The Program in Latin American and Caribbean Studies offers students an interdisciplinary approach to the study of the multifaceted aspects of the Latin American and Caribbean countries, including the political and economical involvement of the United States. The pre-Columbian indigenous cultures, the systems of African slavery, economic dependency, 20th-century revolutions in politics, poetry, painting, literature, the churches, and the reassertion of negritude and Indian rights are some of the themes considered in the courses offered in the program.

Requirements

For a 15-credit minor in Latin American and Caribbean studies students:

- Must attain a third-year language competency in Spanish, French, or Portuguese
- Complete one of the following courses:
  - LAC 300 Justice and the Developing World
  - LAC 301 Latin America and the United States
  - LAC 302 The Human Condition in Latin America
- Complete four additional courses, at least three of which must be from the list below.

Students may count courses taken for the Latin American and Caribbean studies minor toward their core course or major program requirements.

Course Offerings:

Art History

AH 242	The Arts of Spain and Its World, 1474-1700

Biology

BI 79	Rainforest Ecosystems

Economics

EC 235	Economic Development of Third World Nations

Environmental Studies

EV 300	Seminar on the Environment

History

HI 277	Mexico: Cortés to NAFTA
HI 287	A Green History of Latin America
HI 288	Colonial Latin America, 1492 to 1810
HI 289	Latin America in Revolution, 1810 to Present
HI 290	Central America: Conquistadores to Democracy
HI 291	Africans in the Americas, 1500 to 1800

International Studies

IL 295	Seminar in International Studies

Politics

PO 142	Latin American Politics
PO 143	Caribbean Politics

Religious Studies

RS 235	Liberation Theology

Sociology and Anthropology

AY 111	Cultural Anthropology
AY 130	Societies and Cultures of Africa and Latin America
SO 191	Social Change in Developing Nations

Spanish

SP 245	Analysis and Interpretation of Hispanic Literature
SP 253	Spanish American Civilization
SP 271	Hispanic Film
SP 287	United States–Latino/a Literature
SP 303	From Empire to Modernization in Spanish Literature
SP 305	Popular Culture in Latin America
SP 346	Spanish American Drama
SP 353	Spanish American Narrative
SP 359	Puerto Rican Literature and Culture
SP 371	Images of Latin American Indians

See departmental listings for course descriptions.

Course Descriptions

LAC 300
Justice and the Developing World
This interdisciplinary course combines the insights of history, politics, philosophy, anthropology, sociology, business, and economics to examine problems of poverty and justice in the developing world – including health, education, and environmental sustainability – with particular focus either on Central or South America, or the Caribbean. Significant of the course is a one-week immersion in one country, which is not required but strongly encouraged. Students plan and carry out a research project asking the critical questions and using the research methodologies of their academic major or minor. The immersion trip provides students with an intensive field research opportunity, the findings from which they incorporate into their papers. Three credits.

LAC 301
Latin America and the United States
This interdisciplinary course is NOT a course in diplomatic relations. Rather it considers the ways in which Latin Americans have perceived, analyzed, depicted, reacted to, and dealt with the United States. The course considers essayists, poets, film makers, social scientists, statesmen, journalists, revolutionaries, artists, *vendepatrias*, yes, and diplomats. This course, which fulfills the requirement for the capstone seminar in Latin American and Caribbean studies and counts as a history course, includes research papers and oral presentations. Three credits.

LAC 302
The Human Condition in Latin America
This seminar presents the human condition in Latin America through a multidisciplinary approach that combines history, sociology, anthropology, politics, literature, economics, and the arts. The central theme of "community" serves as the base for the exploration of a variety of topics, such as tensions between rural and urban; struggles over land; gender roles; the place fantasy; spirit; and obsession with music, dance, sport, religion, etc. The countries studied vary depending on the expertise of the seminar leader and invited guests. The most recent seminar focused on Mexico and Brazil, but other likely choices include Colombia, Haiti, and Cuba. The course includes research papers and oral presentations. Three credits.

PROGRAM IN
MARINE SCIENCE

Faculty

Director
Brousseau *(Biology)*

Liaison Faculty
M. Hill, Klug, Poincelot *(Biology)*
Steffen *(Chemistry)*
Beal *(Physics)*

As with all areas of science, study of the marine environment has become increasingly interdisciplinary in nature. This program provides interested students with the opportunity to explore the interface between their discipline and the study of marine science through coursework and internship and research experiences. Fairfield University's geographic location, minutes from Long Island Sound, provides a unique opportunity for students to study marine science in a natural laboratory, and many of the courses described below integrate field trips into the curriculum. The marine science minor is open to students of any major but probably appeals primarily to science students interested in pursuing some area of marine or environmental science in graduate school or as a career in research, consulting, or education.

Requirements

For a 17-credit minor in marine science, students:

- Complete BI 78 Introduction to Marine Science
- Complete three three-credit elective courses
- Complete one four-credit elective course

Students are encouraged to include up to six credits of research and/or internship experience in their minor. Faculty-directed research projects include topics in marine shellfish pathology; marine invasion ecology; molecular biology of marine sponges; marine product biostimulant research; and ecosystem structure and function in aquatic systems. Marine internships are available in Connecticut through the Maritime Aquarium, Norwalk; Bridgeport Regional Vocational Aquaculture School; Westport Nature Center; National Marine Fisheries Laboratory, Milford; Mystic Marinelife Aquarium; Audubon Coastal Center, Milford; and SoundWaters, Stamford.

Course Offerings:

Required Course

BI 78	Introduction to Marine Science

Elective Courses:*

BI 80	Tropical Marine Biology
BI 100	Marine Biology (offered summers only)
BI 362	Marine Invertebrate Zoology
BI 382	Principles of Aquaculture Seminar/Lab
BI 383	Coral Reef Ecology Seminar
BI 388	Ecology of the North Atlantic Coast
BI 391-BI 392	MUSE Research
BI 393-BI 394	MUSE Internship
BI 395-BI 396	Independent Research I and II
BI 397-BI 398	Internships
PS 220	Pollution in the Environment

***Note:** Students interested in marine science often take credit-approved courses through off-campus institutions, either during the summer or as a semester exchange program (e.g. SeaSemester Program, School for Field Studies). Students may receive credit toward the elective portion of the marine science minor for such courses having a significant marine component.

Marine Undergraduate SoundWaters Experience

Undergraduates engaged in upper-level studies of marine science, biology, environmental studies, and/or education have the unique opportunity to enroll in Marine Undergraduate SoundWaters Experience, or MUSE, an integrated program that combines coursework, research, independent study projects, and opportunities to teach younger students using the resources of Fairfield University and SoundWaters, a nonprofit organization dedicated to the protection of Long Island Sound and its watershed. Students use the Sound as a living laboratory and sail aboard the 80-foot schooner SoundWaters, which serves as a floating classroom for a variety of environmental education programs. By working in this program students increase their understanding of many environmental issues and their ability to lead and promote responsible efforts to preserve marine life in and around the Sound.

The MUSE Program

Students take two courses in marine science at Fairfield (six to seven credits), complete BI 393 MUSE Internship during the fall semester or BI 394 MUSE Internship during the spring semester at SoundWaters (six credits), and complete BI 391 MUSE research during the fall semester or BI 392 MUSE Research during the spring semester (three credits) at SoundWaters.

The course offerings at Fairfield include one required course:

BI 78	Introduction to Marine Science (three credits)

If you have already taken these courses or the equivalent, you may choose among the elective courses for the Marine Science Program listed above. For descriptions of these courses, see the biology and chemistry sections of this catalog.

MUSE Personnel

The principal teachers and supervisors you will encounter in the MUSE program are:

Diane J. Brousseau, *director of marine science, Fairfield University*
Carla Schneider, *MUSE coordinator*
Frank Cantelmo, *board of directors, SoundWaters*
Anne Harper, *executive director, SoundWaters*

Depending on your choices of courses and activities, you may encounter other faculty at Fairfield or members of the instructional staff at SoundWaters.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Faculty

Professors
Bernhardt, *chair*
Coleman
Dennin
B. Fine
G. Lang
MacDonnell
Mulvey

Associate Professors
Bolger
King
O'Neill
Sawin
Spoerri
Weiss

Assistant Professor
McSweeney

Visiting Instructor
Vangor

Lecturers:
C. Cron
J. Cron
D. Fine
Fitzpatrick
Geary
Ippolito
Monaco
Parisi
Shane
M. Simon
Turechek
Williamson

For the student of arts, business, and the social sciences, the Department of Mathematics and Computer Science offers training in basic and necessary skills, highlights the cultural and applied values of mathematics, and shows the relationship between other branches of knowledge and mathematics.

The Department of Mathematics and Computer Science offers majors and minors in both mathematics and computer science. Information about computer science can be found in the computer science section of this catalog.

The mathematics major offers students a strong and wide background in undergraduate mathematics, providing the foundation for further graduate studies in theoretical or applied fields of mathematics, for advanced study in fields where strong quantitative skills are needed, or for employment in mathematics-related fields in industry or in teaching. The mathematics minor offers students an opportunity to strengthen their mathematical backgrounds.

Requirements

Because graphing calculators and computer software are integrated as much as possible into the mathematics curriculum, mathematics majors are required to have a graphing calculator at least as powerful as a TI-83.

Majors in mathematics must complete CS 141 Introduction to Computer Science and Languages by the end of their junior year. Students who can demonstrate proficiency in computer science may have this requirement waived by the department chair.

Although physics is the usual science taken by majors in mathematics or computer science, another laboratory science may be substituted with permission of the chair.

All mathematics majors take a comprehensive examination in their senior year. A grade of Passed with Distinction, Passed, or Failed is recorded on their transcripts.

Students who wish to double major in mathematics and a science are encouraged to meet with the chairs of the respective departments so that appropriate modifications to the requirements can be made to allow these students to graduate in four years.

Honors Seminar

Students invited to take the MA 390-391 Honors Seminar receive three credits for one of their mathematics electives upon completion of one semester of MA 390-391. Students who complete two semesters of MA 390-391 earn six credits, three credits as one of their mathematics electives and three credits of a free elective.

Student Teaching

Students who take ED 381 Directed Observation and Supervised Student Teaching or ED 382 Student Teaching Seminar may have one mathematics elective waived if they have also taken MA 383 Modern Geometry. Those planning a career in secondary education should consult with the coordinator of the program in education and the chair of this department as early as possible.

Internships

The intern program provides mathematics majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. Internships may be available in actuarial sciences, numerical analysis, statistics, or other areas. Students may complete a one- or two-semester internship. Interns works a minimum of 10 hours per week at their placement site and complete the required academic component specified by the faculty advisor. An internship may not replace a mathematics elective to fulfill the requirements for a major.

Bachelor of Science – Major in Mathematics (121 credits)

	Credits	
First Year	*Fall*	*Spring*
MA 171 Differential Calculus	4	
MA 172 Integral Calculus		4
CS 141 Introduction to Computer Science and Programming	4	
Core courses	9	12
Sophomore Year		
MA 231 Discrete Mathematics	3	
MA 235 Linear Algebra		3
MA 271 Multivariable Calculus I	3	
MA 272 Multivariable Calculus II		3
Core courses (including science)	10	10
Junior Year		
MA 334 Abstract Algebra	3	
MA 371 Real Analysis	3	
Mathematics electives		6
Core courses	3	3
Elective courses	3	6
Senior Year		
Mathematics electives	6	6
Mathematics comprehensive exam		
Core courses	3	
Elective courses	6	9
	60	**61**

Minor in Mathematics

For a 15-credit minor in mathematics, students:

- Complete two mathematics courses at the 100 level; and
- Complete three mathematics courses at the 200 level or greater.

The specific selection of courses must have approval of the chair of the Department of Mathematics and Computer Science.

Course Descriptions

Mathematics Courses for Non-Majors

MA 9 and MA 10
Mathematics for Liberal Arts

This course presents major mathematical concepts in a historical and cultural setting. Topics include geometry, set theory logic, and differential and integral calculus. Students explore the interplay between mathematics, philosophy, and the arts in addition to the more traditional relationship between mathematics and the physical sciences. The course treats mathematics as an art for its aesthetic beauty and as a science, providing a mathematician's view of the subject rather than preparing students for a specific application of mathematics. Three credits.

MA 15
Finite Mathematics

Topics in this course include sets and functions; linear equations, linear models, and applications; matrices, determinants, systems of linear inequalities, and linear programming; and probability. Three credits.

MA 17
Introduction to Probability and Statistics

This introduction to the theory of statistics includes measures of central tendency, variance, Chebyshev's theorem, probability theory, binomial distribution, normal distribution, the central limit theorem, and estimating population means for large samples. Students who have taken two semesters of calculus may not take this course. Three credits.

MA 19
Introduction to Calculus

This course introduces differentiation and integration, and shows how these ideas are related. The course illustrates how a huge array of important and interesting geometry, application, and life questions, when expressed in the language of functions, turn out to be questions about derivatives and integrals, and are amenable to the same body of techniques and universal principles. The course presents the basic concepts numerically, algebraically, and geometrically, using graphing calculators to illustrate many of the underlying geometrical ideas. MA 19 is not a prerequisite for any other course; students who have received credit for MA 19 may not take MA 121 for credit. Three credits.

MA 27
Intermediate Business Statistics
This course covers the tools and techniques of statistics most commonly seen in business applications and meets the third semester of the Dolan School of Business's quantitative requirement. Topics include (multi)linear regression and correlation; inference, including t-tests and chi-square tests; and analysis of variation. Students who have taken MA 121-122 or MA 171-172 should take MA 217. (Prerequisites: MA 17, MA 19) Three credits.

MA 121
Applied Calculus I
Topics in this course include: plane analytic geometry; foundations of the calculus; differentiation of algebraic functions; extrema and curve sketching; and applications of derivatives. Formerly listed as MA 21. MA 121 is not a prerequisite for MA 171; students who received credit for MA 121 may not take MA 171 for credit. Three credits.

MA 122
Applied Calculus II
Topics in this course include antiderivatives; the Fundamental Theorem of Calculus; differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; and applications of the definite integral. Formerly listed as MA 22. MA 122 is not a prerequisite for MA 171; students who have received credit for MA 122 may not take MA 172 for credit. (Prerequisite: MA 121 or equivalent) Three credits.

MA 125
Calculus I: Engineering and Physics Majors
This course covers analytic geometry, continuous functions, derivatives of algebraic and trigonometric functions, product and chain rules, implicit functions, extrema and curve sketching, indefinite and definite integrals, and applications of derivatives and antiderivatives. Formerly listed as MA 25. Three credits.

MA 126
Calculus II: Engineering and Physics Majors
This course covers exponential and logarithmic transcendental functions, their derivatives and their integrals; the Fundamental Theorem of Calculus; applications to area, arc length, and volumes of revolution; hyperbolic functions, inverse trigonometric functions; methods of integration by substitution and parts; and indeterminate forms and improper integrals. Formerly listed as MA 26. (Prerequisite: MA 125 or equivalent) Three credits.

MA 211
Applied Matrix Theory
Students majoring in the sciences, economics, and business learn techniques and applications of linear algebra and solve linear equations, determinants, linear geometry, eigenvalues, and eigenvectors. Closed to mathematics majors. Three credits.

MA 217
Applied Statistics
This introductory, calculus-based statistics course focuses on applications in business, statistics, and everyday events. Topics include descriptive statistics including mean, median, mode, standard deviation, histograms, distributions, box plots, and scatter plots; probability theory including counting rules, random variables, probability distributions, expected values, binomial and normal distributions, and the central limit theorem; inferential statistics including point estimates, confidence intervals, and hypothesis testing; and regression theory. Students learn to analyze data with the aid of common software packages. (Prerequisites: MA 121, MA 122) Three credits.

MA 225
Applied Calculus III
This course covers partial differentiation, multiple integrals, infinite series, and first order differential equations. (Prerequisites: MA 121, MA 122) Three credits.

MA 227
Calculus III: Engineering and Physics Majors
Topics in this course include infinite series, tests for convergence, power series, Taylor series; geometry in three-space; partial differentiation of continuous functions; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; and polar, cylindrical, and spherical coordinates. (Prerequisite: MA 126 or equivalent) Three credits.

MA 228
Calculus IV: Engineering and Physics Majors
Topics in this course include: vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes; gradient, directional derivative, curl, divergence; line integrals, work, Green's theorem, surface integrals; Stokes's and divergence theorems. (Prerequisite: MA 227 or equivalent) Three credits.

MA 321
Ordinary Differential Equations
This course presents solutions of first and second order differential equations by formal methods; linear equations in detail; systems of equations; series solutions; and applications to geometry and physics. (Prerequisite: MA 225 or equivalent) Three credits.

MA 322
Partial Differential Equations with Special Functions
Topics in this course include solution of constant and variable coefficient linear equations; Lagrange method using subsidiary equations; separation of variables in two and three variables; eigenvalue problems; Fourier series solution of the heat equation, the wave equation, and the Laplace equation; Gamma and Bessel functions; Legendre, Hermite, and Laguerre polynomials; and calculus of variations. (Prerequisite: MA 321 or equivalent) Three credits.

Mathematics Courses for Majors

MA 171
Differential Calculus
Students learn functions; limits, continuity, and derivatives; applications; relative maxima, minima, and curve sketching; absolute maxima and minima; related rates; Rolle's Theorem and the mean value theorem. Four credits.

MA 172
Integral Calculus
This course presents anti-differentiation; the definite integral and the Fundamental Theorem of Calculus; applications; area, volume, and arc length; exponential, logarithmic, trigonometric, and hyperbolic functions; integration techniques; indeterminate forms; Taylor's Theorem; and infinite series. (Prerequisite: MA 171 or equivalent) Four credits.

MA 231
Discrete Mathematics
Topics in this course include logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; and countability. Also listed as CS 231. Three credits.

MA 235
Linear Algebra
Students examine linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; eigenvalues and eigenvectors. (Prerequisite: MA 231) Three credits.

MA 271
Multivariable Calculus I
Topics in this course include convergence tests, power series; vectors in the plane and in three-space; arc length, curvature, equations of lines and planes; vector functions; parametric equations; functions of several variables, differentiability, gradient, directional derivatives; tangent planes, normal lines; total differential, extrema; Lagrange multipliers; sequences and series. (Prerequisite: MA 172 or equivalent) Three credits.

MA 272
Multivariable Calculus II
This course covers multiple integration: volume and surface integrals in cartesian, cylindrical, and spherical coordinates; line integrals; Green's theorem; divergence and curl, Jacobians; change of variables; Stokes's theorem; and divergence theorem. (Prerequisite: MA 271 or equivalent) Three credits.

MA 331
Applied Mathematics I
This course covers the theory and solution of ordinary differential equations: first-order equations, linear equations of arbitrary order, and linear systems; Gamma and Bessel functions; Chebyshev, Legendre, Laguerre, and Hermite polynomials; Green's identities, Stokes's and Gauss's theorems; and calculus of variations. (Prerequisites: MA 231, MA 235, and MA 272, or permission of the department chair) Three credits.

MA 332
Applied Mathematics II
This course continues MA 331 and offers a more theoretical approach to the subject material. Topics include Fourier series, orthogonal functions, normed linear spaces; adjoint operators, Sturm-Liouville problems; partial differential equations: the heat, wave, and Laplace equations; separation of variables; and the method of characteristics. (Prerequisite: MA 331 or permission of the instructor, or permission of the department chair) Three credits.

MA 334
Abstract Algebra
Students examine group theory, rings and ideals, integral domains, and fields. (Prerequisites: MA 231 and MA 235, or permission of the department chair) Three credits.

MA 337
Number Theory
This study of the integers includes but is not limited to: primes and their distribution, divisibility and congruences, quadratic reciprocity, special numerical functions such as Euler's one-function, and Diophantine equations. Students consider the influence number theory has had on the development of algebra and the interplay between the two. (Prerequisites: MA 231 and MA 235, or permission of the department chair) Three credits.

MA 341
Linear Programming and Operations Research
Topics in this course include convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, and sensitivity analysis. The course also covers transportation problem and network applications as time permits. (Prerequisites: MA 231, MA 235, and MA 272, or permission of the department chair) Three credits.

MA 342
Theory of Computation
This course covers finite state machines, pushdown automata, Turing machines and recursive functions; mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars; decidable versus undecidable problems; and presents an introduction to algorithm analysis. Also listed as CS 342. (Prerequisite: MA 231 or permission of the department chair) Three credits.

MA 351
Probability and Statistics I
Topics in this course include counting techniques, axiomatic probability theory; discrete and continuous sample spaces; random variables, distribution functions, probability density and mass functions; normal, binomial, and Poisson distributions; and limit laws. (Prerequisite: MA 272 or permission of the department chair) Three credits.

MA 352
Probability and Statistics II
This course covers joint and continuous distributions; statistical application of probability; theory of sampling; variances of sums and averages; estimation and hypothesis testing; and least squares, curve-fitting, and regression. (Prerequisite: MA 351 or permission of the department chair) Three credits.

MA 361
Topics in Algebra
This course investigates three topics in greater depth than can be done in the first linear or abstract algebra course. Topics may include canonical forms for matrices, metric linear algebra, ideal theory, finite non-abelian groups, and Galois theory. The course typically includes one linear and one abstract algebra topic. (Prerequisite: MA 334 or permission of the department chair) Three credits.

MA 371
Real Analysis
This course examines R as a complete, ordered, archimedian field; R as a linear vector space equipped with inner product and norm; metrics, particularly Euclidean, on R, topological concepts: continuity, connectedness, and compactness; the intermediate value, extreme value, monotone convergence, Bolzano/Weierstrass and Heine/Borel theorems; convergence and uniform convergence of sequences of continuous functions; differentiation: the mean value, implicit and inverse function theorems. (Prerequisites: MA 231 and MA 272, or permission of the department chair) Three credits.

MA 373
Complex Analysis
Topics in this course include algebra of complex numbers, Cauchy-Riemann equations and analytic functions, complex differentiation, integration in the complex plane, Cauchy's Theorem and integral formula, conformal mapping, Laurent series and residue theory, and applications. (Prerequisite: MA 371 or permission of the department chair) Three credits.

MA 377
Numerical Analysis
This course investigates computer arithmetic, round-off errors, the solution of nonlinear equations, polynomial approximation, numerical differentiation and integration, and the solution of systems of linear equations via student-written code to implement the algorithms and/or the use of available software. Also listed as CS 377. (Prerequisites: MA 172, MA 231, MA 235, and proficiency in a computer language, or permission of the department chair) Three credits.

MA 383
Modern Geometry
Topics in this course include: foundation for plane geometries; theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, and Feuerbach; inversion and reciprocation transformations; projective, Riemannian and Lobachevskian geometries; and Poincarè model. (Prerequisite: MA 231 or permission of the department chair) Three credits.

MA 385
Point Set Topology
This course considers topological spaces, continuous functions; product, metric, and quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems and complete metric spaces. (Prerequisite: MA 371 or permission of the department chair) Three credits.

MA 390-391
Honors Seminar
Participation is open to senior mathematics majors with a 3.50 or higher GPA in mathematics and invited junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. This seminar provides talented students with an opportunity to undertake individualized study under faculty direction. Participants present several reports on their findings before a group of peers. The seminar's subject matter varies yearly. Three credits per semester.

MA 397-398
Internship in Mathematics
The internship program provides senior mathematics majors with opportunities to gain practical, career-related experience in a variety of supervised field settings. Student interns select from a variety of placements, especially those requiring applications of mathematics, numerical methods, and statistics. Interns spend a minimum of 10 hours per week working at the placement site and complete the required academic component specified by their faculty advisor. Internship credits vary; interns may register for a summer session and/or one or two semesters for an overall maximum of six credits. In addition, an internship must satisfy the requirements outlined in the University Internship Policy, which is available from the Career Planning Center. (Prerequisites: senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.) One to three credits per semester/session.

MA 399
Independent Study in Mathematics
Independent study provides students with the opportunity to examine areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students learn about an area in mathematics through reading and research. Independent study includes written work in the form of exercises or papers. Students apply to a professor under whose direction they wish to study and obtain the approval of the department chair. This course may not replace a mathematics elective to fulfill the requirements for the major. Three credits.

DEPARTMENT OF
MODERN LANGUAGES AND LITERATURES

Faculty

Professor
Fedorchek

Associate Professors
Campos
Carolan
Goldfield
W.N. Hill
Sourieau
Webster, *chair*

Assistant Professors
García-Devesa
López

Instructors
Bork-Goldfield
Knight
Tauro
Wilkinson

Lecturers
Avery
Branson
Brugger
J. Dever
M. Dever
Y. Eliasoph
Erotopoulos
Gerety
Joosten
Khadjavi
Klee
Lozano
Morrissette
Ortiz
Perez
Poulos
Prulletti
Qi
Sommer
Yepes

The study of modern foreign languages, as well as cultures and literatures in their original languages, is an intellectual experience that offers students another point of view on life. Knowledge of a language other than English frees students from the restraints of seeing but one reality, and the new perspectives gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages and Literatures stresses proficiency in all language skills to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

The department offers instruction in the following languages: Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish. Currently, majors and minors are available in French, German, Italian, and Spanish.

In addition to its own programs, the Department of Modern Languages and Literatures participates in the International Studies program and the minor programs in Asian studies, Italian studies, Judaic studies, Latin American and Caribbean studies, Russian and East European studies, and women's studies. Select language courses may count toward those programs. See separate catalog entries for details.

Requirements

French or German Major

French and German majors elect a minimum of 24 upper-division credits in their language of concentration (i.e., eight three-credit courses at the 200 and 300 level). These courses typically include:

- four courses in literature,
- one course in composition,
- one course in conversation,
- one course in culture, which can be waived in favor of summer study abroad or junior year abroad (both of which the department encourages), and
- one course selected from any of the above areas.

The study of a second or third language is encouraged. All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program.

French or German Minor

Students seeking a minor in French or German complete 15 credits in a single language beyond the intermediate (101-102) level. Students select their courses in consultation with a departmental advisor.

Spanish Major

Effective in the fall 2001 semester and beginning with the Class of 2005, students who wish to major in Spanish:

- Complete nine courses at the 200-300 level (27 credits). These courses are divided among three groupings: fundamentals (three courses), contexts (two courses), and electives (four courses).
    - Completion of SP 122 Continuing Spanish with a grade of B or better may substitute for one of these courses.
    - Only one course taught in English may be counted toward the major.
    - Students who score 700 or better on the University's placement exam are required to complete eight courses for the major.
- Complete SP 381-382 Coordinating Seminar, typically taken in the senior year.
- Study Abroad, especially immersion programs, is encouraged and will be necessary for students who are beginning Spanish at Fairfield.

Fundamentals

SP 122 Continuing Spanish (or the equivalent by exam or interview) is a prerequisite for each of these required courses:

SP 221	Composition
SP 222	Conversation
SP 245	Analysis and Interpretation of Hispanic Texts

Contexts

Students must complete two courses from the fundamentals grouping prior to enrolling in context courses. A minimum of two of the following courses is required:

SP 251	Spanish Civilization
SP 253	Spanish-American Civilization
SP 301*	Love, Life, and Death in Spanish Literature
SP 303 *	From Empire to Modernization in Spanish-American Literature

**Students are advised to complete SP 245, SP 251, SP 253, or complete a study abroad program prior to enrolling in these courses.*

Electives

Students must complete a minimum of one fundamentals course prior to enrolling in any 200-level elective. Students must complete a minimum of one fundamentals course and one contents course prior to enrolling in any 300-level elective. At least four elective courses are required; two must be in literature, including SP 271 and SP 305.

AH 242	The Arts of Spain and Its World
SP 211	Career-Oriented Spanish
SP 225	Structure and Syntax
SP 262	Translation from Written Spanish into English
SP 271	Hispanic Film
SP 287	United States-Latino/a Literature
SP 305	Popular Culture in Latin America
SP 311	Glory, Splendor, and Decay: Spanish Golden Age Literature
SP 331	Love and Deception in 19th-Century Spanish Literature
SP 341	20th-Century Spanish Literature
SP 346	Spanish American Drama
SP 353	Spanish American Narrative
SP 355	Short Prose Fiction of Spain
SP 357	The Spanish Novel
SP 359	Puerto Rican Literature and Culture
SP 371	Images of Latin American Indians
SP 377/ SP 378	Internship

Coordinating Seminar

SP 381/SP 382 Coordinating Seminar will be offered beginning in the fall 2005 semester. This three-credit course is required of all majors, and students must complete a minimum of one 300-level electives course prior to enrolling. During this course, which is typically taken in the second semester of the senior year, students, in consultation with a faculty supervisor, complete a research paper and present it in an informal interview format to the Spanish faculty. The research should relate to a 300-level electives course already completed or running concurrently. A 200-level electives course may be substituted, in extraordinary cases, with permission.

Spanish Minor

Effective in the fall 2001 semester and beginning with the Class of 2005, students who wish to minor in Spanish must complete:

- Complete five courses (15 credit hours). These courses are divided among three groupings: fundamentals (two courses), contexts (two courses), and electives (one 300-level course).
  - SP 122 with a grade of B or better may substitute for one of these courses.

Note: Only one course taught in English can be counted toward the minor.

Fundamentals

SP 122 or permission of the instructor is a prerequisite for all fundamentals courses. Completion of SP 122 with a grade of B or better can substitute for one of these two required courses:

SP 221	Composition
SP 222	Conversation

Contexts

Students must complete a minimum of one fundamentals course before enrolling in a context course. Two courses from the following list are required for the minor.

SP 245	Analysis and Interpretation of Hispanic Texts (This course is a prerequisite for further literature courses.)
SP 251	Spanish Civilization
SP 253	Spanish-American Civilization

Electives

Prior to enrolling in a 200-level electives course, students must complete two fundamentals courses. Prior to enrolling in a 300-level electives course, students must complete a minimum of one fundamentals course and one context course. A 300-level literature course is strongly encouraged, but a 200-level course can satisfy the requirement with prior permission.

AH 242	The Arts of Spain and Its World
SP 211	Career-Oriented Spanish
SP 225	Structure and Syntax
SP 262	Translation from Written Spanish into English
SP 271	Hispanic Film
SP 305	Popular Culture in Latin America
SP 311	Glory, Splendor, and Decay: Spanish Golden Age Literature
SP 331	Love and Deception in 19th-Century Spanish Literature
SP 341	20th-Century Spanish Literature
SP 346	Spanish American Drama
SP 353	Spanish American Narrative

SP 355	Short Prose Fiction of Spain
SP 357	The Spanish Novel
SP 359	Puerto Rican Literature and Culture
SP 371	Images of Latin American Indians
SP 377/ SP 378	Internship

Core requirements may be fulfilled by successfully completing two semesters of French, German, Italian, Japanese, Russian, or Spanish at the 101-102 level; OR French, German, Italian, and Spanish at the 121-122 level or beyond. If students begin a language at Fairfield (enrolling in an 11-12 level course), they must also complete a 101-102 level sequence to fulfill the language requirement.

Some sections of basic and intermediate language include an extra oral practice session. When offered, such sections are required.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the department when selecting them.

Course Descriptions

Chinese

CI 11-12
Basic Chinese
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students participate in three to four classes per week, as determined by the department, and must use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

CI 101-102
Intermediate Chinese
In this two-semester sequence, students review the structure and current usage of the Chinese language and work to improve their ability to speak and write, as well as to read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

French

FR 11-12
Basic French
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

FR 49-50
Basic French Review
In this two-semester sequence, students who have completed one or two years of secondary school French but who are not prepared to take FR 101-102, build their communicative competency in the four skills, review and apply grammar to real-life situations, and use tutorial and/or technological assistance extensively. Final oral proficiency of at least Novice High on the ACTFL/ETS scale is expected. Students who complete FR 49-50 must take FR 101-102 to satisfy the core language requirement. Students must obtain written permission from the instructor or the department chair to enroll in this class. Three credits per semester.

FR 101-102
Intermediate French
In this two-semester sequence, students review the structure and current usage of the French language and work to improve their ability to speak and to write, as well as to read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Three credits per semester.

FR 121-122
Continuing French
This two-semester sequence prepares students to continue the study of French on the advanced level, and includes review of essential points of grammar; vocabulary building; and regular practice in speaking and writing. A wide variety of material (literary and cultural texts, articles from the press, films, documents) serves as the basis for class work and discussion, and provides an introduction to contemporary French culture. Three credits per semester.

FR 221
Grammar and Composition
This course emphasizes improved proficiency in the written language. Students build vocabulary and improve grammar through readings and exercises designed to prepare them for weekly compo-

sitions. These readings and exercises expose students to a variety of genres. Following peer review and instructor's comments, students rewrite compositions, incorporating them into a final portfolio project. Three credits.

FR 222
French Conversation and Phonetics
This course emphasizes developing language skills for self-expression and communication. A wide range of authentic cultural materials, such as press articles, films, short stories, television broadcasts, etc., forms the basis for class discussions. Students write weekly oral assignments to improve grammar and vocabulary. The course introduces the phonetic alphabet and stresses pronunciation exercises. Three credits.

FR 251-252
Culture and Civilization of France and the Francophone World
This two-semester sequence explores France and French people in a cultural, social, and historical context. The exploration moves into regions that comprise the francophone world in the second semester. Students use multimedia, Internet, and audio-visual resources extensively and submit frequent oral and written reports. Three credits per semester.

FR 265
French Translation Workshop
In this course, students develop expertise in the art and craft of translation. The course presents terminology and procedures that assist the translator in describing and solving translation problems. It uses real and simulated case studies in a variety of fields including commercial correspondence, tourism, food, transportation, telecommunications, social science, and literature. Students practice with native script, giving attention to individual interests and majors, using French-to-English and English-to-French translations. The class, which is conducted in both languages, uses human, computer-based, and print resources. (Prerequisite: FR 221 or permission of instructor) Three credits.

FR 267
French Commercial Culture
This introduction to the business practices and economic situation of France in the context of the European Union emphasizes commercial vocabulary and business situations presented through extensive use of authentic material and documents. This course, which is of particular interest to students seeking a career in international business or international affairs, uses multimedia, Internet, and audio-visual resources extensively, and includes regular practice in speaking and writing. Three credits.

FR 271
Contemporary French Press and Media
Students read and discuss articles from representative magazines and newspapers in French, and from television news broadcasts and the Internet. The course considers how the media and technology are shaping French society in the 21st century and discusses a wide range of topics such as politics, education, religion, the arts, science, privacy, and censorship. Students complete frequent oral and written reports. Three credits.

FR 291
The Problematics of Racial Discourse: Anglophone and Francophone
This team-taught course explores the complexities surrounding the concept of cultural identities as reflected in the literatures and visual texts of some anglophone and francophone postcolonial nations from Africa and the Caribbean. Using a combination of fictional and theoretical works, this course examines how some contemporary writers from England's and France's ex-colonies envision and negotiate their cultural identities vis-á-vis the hegemony of their old masters, and the West in general. By using heuristics such as memory, nationhood, tradition, modernity, border identity, sexuality, religion, and spirituality, this course explicates the angst over black bodies and white bodies. This course may be taken to fulfill three credits toward the French major or minor. Conducted in English. Three credits.

FR 301-302
Survey of Literature in French
The two-semester sequence presents a chronological view of French literature, emphasizing the most important writers and major literary movements and themes. The first semester considers varied genres from the Middle Ages through the 17th century. The second semester studies the forces unleashed by the Revolution and considers the development of modern French literature. Three credits per semester.

FR 305
French and Francophone Women Writers
The course explores a wide range of literary genres produced by women writers from France and the francophone world, investigating women's issues such as race, gender, class, status, and power within the historical, political, and cultural contexts of their regions of origin. The course introduces French feminist theories. Students read and conduct discussions in French and complete frequent oral and written assignments. Three credits.

FR 311
17th-Century Classical Theatre
This course examines the plays of Corneille, Moliere, and Racine, stressing the revelation of 17th-century classical principles and the modern relevance of the plays. Three credits.

FR 321
18th-Century Literature
Students undertake readings and discussions of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. The course emphasizes class discussion and student participation, and requires frequent papers. Three credits.

FR 337
Novels of the 19th Century
This course examines the important novelists of the 19th century: Balzac, Stendhal, George Sand, Flaubert, Zola, and others, and requires frequent oral reports and critical papers. Three credits.

FR 346
Modern French Theatre
This course introduces students to the history of French theatre and its various genres, and to the theory and practice in contemporary France. Participants study full-length works by major modern dramatists from France and the francophone world, viewing these works on videos or in local theaters. The course requires frequent oral reports and critical papers. Three credits.

FR 347
Modern French Novel
Students in this course read and discuss important modern novelists such as Mauriac, Malraux, Sartre, Beauvoir, Camus, Duras, Le Clezio, and others. The course requires frequent oral reports and critical papers. Three credits.

FR 366-367
Film and Literature in French
This two-semester sequence examines the relationship between film and literature. During the first semester, the course considers French authors such as Maupassant, Camus, Duras, Prévert, and others. In the second semester, it considers authors from francophone regions such as Quebec, the Caribbean, Africa, and other areas. Students screen the film version of each work, which serves as a basis for class discussion. The course requires frequent oral and written works. Three credits per semester.

FR 377-378
Internship
The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc., in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, an evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent. Three credits per semester.

FR 381-382
Coordinating Seminar
Students undertake readings and studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Hours by arrangement. Three credits per semester.

German

GM 11-12
Basic German
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

GM 101-102
Intermediate German
In this two-semester sequence, students review the structure and current usage of the German language and work to improve their ability to speak and write as well as read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Three credits per semester.

GM 121-122
Continuing German
This two-semester sequence prepares students to continue the study of German on the advanced level, and includes review of essential points of grammar, vocabulary building, and regular practice in speaking and writing. A wide variety of material (literary and cultural texts, articles from the press, films, documents) serves as the basis for class work and discussion, and provides an introduction to contemporary German culture. Three credits per semester.

GM 221
Stylistics and Composition
This course assures proficiency in the written language by providing opportunity for practice in accurate use of vocabulary, grammar, and syntax. Three credits.

GM 222
German Conversation
This course develops and improves student conversational abilities. The course provides students with opportunities to sound their knowledge and opinions, and to share their ideas as they learn from their peers in non-threatening, small-group discussions on contemporary topics. Three credits.

GM 251-252
German Culture and Civilization
In the first semester, this course examines the main currents of German culture and civilization through lectures, films, the Internet, and literary and cultural readings. Students complete frequent oral and written reports. During the second semester, the course examines German immigration, especially to the United States, considering in-depth the German-American experience through lectures, films, the Internet, and literary and cultural readings. The first semester is conducted in German; the second semester is conducted in English. Both semesters require frequent oral and written reports. Three credits per semester.

GM 261-262
Survey of German Literature
This two-semester sequence offers an overview of German works and literary movements from the Middle Ages to 1945, providing students with the fundamentals of literary analysis in the genres of poetry, drama, novellas, novels, short stories, and film. The course requires frequent oral and written reports. Three credits per semester.

GM 271
18th-Century German Literature
This course covers the development of German literature from the Sturm und Drang movement through the classic period of Goethe and Schiller, including Henrich von Kleist and an analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann). Three credits.

GM 281
19th-Century German Literature
This course covers German prose and drama between 1830 and the turn of the 20th century, including Junges Deutschland, Biedermaier, poetic realism, and naturalism. The course also includes selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann. Three credits.

GM 291
Modern German Literature
This study of the main currents of contemporary German literature includes reading and discussion of works by Bertholt Brecht, Heinrich Böll, Anna Seghers, Günter Grass, Bernhard Schlink, Peter Schneider, Christa Wolf, and others. Readings, discussions, and reports are in English. German majors and minors complete some reports and readings in German. Three credits.

GM 377-378
Internship
The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc., in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, an evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent. Three credits per semester.

GM 381-382
Coordinating Seminar
Students undertake readings and studies in a specialized area of German under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Hours by arrangement. Three credits per semester.

Hebrew

HE 11-12
Basic Hebrew
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

HE 101-102
Intermediate Hebrew
In this two-semester sequence, students review the structure and current usage of the Hebrew language and work to improve their ability to speak and write as well as read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Three credits per semester.

Italian

IT 11-12
Basic Italian
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

IT 101-102
Intermediate Italian
In this two-semester sequence, students review the structure and current usage of the Italian language and work to improve their ability to speak and write as well as read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Three credits per semester.

IT 121-122
Continuing Italian
Students who have completed IT 101-102 perfect their general conversational, grammatical, and literary skills in this two-semester sequence, which incorporates selected poetry and essays from classical Italian literature and modern masters. Students also study Italy's rich cultural heritage using Italian newspapers, magazines and films, and consider daily events, tourism, commercial development, political parties, and other topics. Three credits per semester.

IT 223
Italian Composition and Oral Expression
This course improves proficiency in written and oral expression in Italian. Students develop advanced writing and speaking skills while concentrating on grammar, style, and appropriateness. Weekly compositions, based primarily on the genres studied (short story, theater, memoir), allow students to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas (job interviews, television reporting, courtroom trials) in Italian. Various films and cultural artifacts (comic strips, proverbs, music) familiarize students with idiomatic Italian. (Prerequisite: IT 121 or equivalent) Three credits.

IT 253
Contemporary Italian Culture
This course examines aspects of contemporary Italian culture in the arts, film, music, media, and literature. Students analyze the debates that inform the political, social, and cultural dimensions of Italian society today. Readings include magazine and newspaper articles, print advertisements, novels, short stories, and comic books. Students view television news reports, soap operas, commercials, and movies, and listen to various types of contemporary Italian music. The course is conducted in Italian. (Prerequisite: IT 121-122 or equivalent) Three credits.

IT 271
Italian Cinema
This survey of Italian films as textual, cultural, and historical artifacts analyzes movements such as neo-realism, commedia all'italiana, the spaghetti western, and new Italian cinema through the works of selected directors. The course follows a chronology from the silent period to present day, with special emphasis on the "golden ages" of Italian cinema, neo-realism of the postwar neo-realist period, the 1960s' comedy of manners, and the new Italian cinema of the '80s and '90s. Students analyze the works of Rossellini, De Sica, Fellini, Visconti, Germi, Antonioni, WertmÅller, Leone, Pasolini, Moretti, Benigni, and others. The course is conducted in English. Three credits.

IT 355
The Novella
This course analyzes the most successful genre in Italian literature, the novella (short story), as it evolved from the medieval era through the Renaissance to present day. Students read selections from Boccaccio, Basile, Bandello, Verga, Pirandello, Deledda, Morante, Moravia, Calvino, and others. The course is conducted in Italian. Three credits.

IT 381-382
Coordinating Seminar/Independent Study
Students undertake readings and studies in a specialized area of Italian, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Hours by arrangement. Three credits per semester.

IT 393
The Italian American Experience
This course analyzes the concept of nationality and national identity in literature, film, and critical essays by and about Italian-Americans. The course also discusses the concept of ethnicity together with the phenomenon of emigration and the difference in roles for men and women in this subgroup of American society. The success of Italian-Americans in various sectors of society reveals the vitality and determination of this particular ethnic group in the face of prejudice and economic hardship. Students examine the contributions of Italians who left their native land for a new beginning and discuss the perception and reality of America as the "promised land" in the Italian-American community. The course is conducted in English. This course meets the U.S. diversity course requirement. Formerly IT 293. Three credits.

Japanese

JA 11-12
Basic Japanese
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

JA 101-102
Intermediate Japanese
In this two-semester sequence, students review the structure and current usage of the Japanese language and work to improve their ability to speak and write as well as read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

Russian

RU 11-12
Basic Russian
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

RU 101-102
Intermediate Russian
In this two-semester sequence, students review the structure and current usage of the Russian language and work to improve their ability to speak and write as well as read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

RU 121-122
Continuing Russian
This two-semester sequence for students who want to continue their study of Russian beyond RU 101-102 includes a review of grammar, vocabulary building, and regular practice in speaking and writing. The course makes extensive use of films, magazines, newspapers, television news, and material in the Culpeper Language Resource Center. Three credits per semester.

Spanish

SP 11-12
Basic Spanish
This two-semester sequence teaches the essentials of pronunciation, structure, and usage, allowing students to acquire the skills of listening, speaking, reading, and writing. Students attend three to four classes per week, as determined by the department, and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Four credits per semester.

SP 49-50
Basic Spanish Review
In this two-semester sequence, students who have completed one or two years of secondary school Spanish but who are not prepared to take SP 101-102, build their communicative skills and review and apply Spanish grammar to real-life situations. Students who complete SP 49-50 must take SP 101-102 to satisfy the core language requirement. Students must obtain written permission from the instructor or the department chair to enroll in this class. Three credits per semester.

SP 101-102
Intermediate Spanish
In this two-semester sequence, students review the structure and current usage of the Spanish language and work to improve their ability to speak and write as well as read literary and cultural selections. Students attend three classes per week and use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. Three credits per semester.

SP 121-122
Continuing Spanish
This two-semester grammar/cultural review of Spanish-American society and literature uses a variety of materials, from print and video to the Web, to enhance student abilities to use Spanish for written and oral communication about the "other America." The course is conducted largely in Spanish. Three credits per semester.

SP 211
Career-Oriented Spanish
This course, for students who wish to acquire a skill that provides a career asset and who want to continue their work in written and spoken Spanish, uses papers and classroom discussion to emphasize Spanish vocabulary that relates to business, law, medicine, social work, and other professions. Three credits.

SP 221
Spanish Composition

Students improve their proficiency in the written language in this course, which provides opportunities for practice in accurate use of vocabulary, grammar, and syntax. Three credits.

SP 222
Spanish Conversation

This course develops and improves student conversational abilities via classroom discussion on a variety of contemporary topics. The course includes opportunities to improve pronunciation, increase vocabulary, and correctly use grammar. Three credits.

SP 225
Spanish Structure and Syntax

Students examine the differences between Spanish and English, and the major difficulties native English speakers confront in Spanish. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. The course pays particular attention to the subjunctive, the verbal system, ser and estar, and other common problems. Three credits.

SP 245
Analysis and Interpretation of Hispanic Literature

The course provides students with the fundamentals of literary analysis in the genres of poetry, narrative, theater, and film. It uses materials from around the Hispanic world to present a broad historical-cultural context for further reading and to sharpen the skills of analysis, argumentation, speaking, and writing. Focused on a literary study whose critical terms derive from the structure of literature itself (plot, scene, shot, verse, etc.), the course includes a survey of the periods of literary history. Students complete critical papers. (Prerequisite: SP 122 or permission of instructor) Three credits.

SP 251
Spanish Civilization and Culture

This course presents the main currents of Spanish civilization by means of lectures and student participation in written and oral reports. Studies of the geography, history, literature, and fine arts of Spain underscore class discussions. Three credits.

SP 253
Spanish American Civilization

This course presents a general view of Spanish-American civilization from pre-Columbian times to the present. Participants study the culture, social history, and politics of Spanish-America through select literary readings, articles, documentaries, films, newspapers, and Internet research. The course includes a special topic covering the globalization in Latin America and its impact in the 21st century. Students complete exams, oral presentations, written papers, and a final paper. This course meets the world diversity requirement. Three credits.

SP 262
Translation from Written Spanish into English

Students in this course learn to translate from Spanish into correct, clear, and fluent English. The course assumes a solid command of both languages. Practice includes translation of newspaper and magazine articles, commercial announcements, chapters from guidebooks, and literary selections. The broad range of materials provides students with exposure to different styles and levels of written Spanish. The course requires numerous short papers and one long project. Three credits.

SP 271
Hispanic Film

This course examines and analyzes film by Spanish and Latin-American directors (Bunuel, Saura, Littin, Sanjines, etc.). Students initially study films as an independent genre using specific structural form as the means of analysis (close-up, soundtrack, frame, etc.). Students then begin to formulate interpretations that move between the formal, technical composition of films and the concrete socio-historic and cultural reality to which each film refers. Course activities include screening of films, discussion of articles that deal with literary theory and analysis of film, and writing short papers. This course meets the world diversity requirement. Three credits.

SP 287
United States-Latino/a Literature

This exploration of definitive works in a rapidly expanding body of bilingual literature includes Chicano, mainland Puerto Rican, and Cuban-American literature. Works such as Tomás Rivera's *... y no se lo tragó la tierra*, Piri Thomas' *Down These Mean Streets*, and Cristina Garcia's *Dreaming in Cuban* bring into clear focus themes of bicultural identity, the struggle for justice and equality, and the politics of language. Taught in English, the course requires all oral reports and papers to be completed in Spanish. This course meets the U.S. diversity requirement. Three credits.

SP 301
Love, Life, and Death in Spanish Literature

This course, open to juniors and seniors only, presents a thematic view of Spanish literature from its origins to the end of the 18th century. When possible, students analyze and discuss complete works in class. (Prerequisite: permission of the instructor) Three credits.

SP 303
From Empire to Modernization in Spanish American Literature
This critical study of the principal authors and works from European contact with indigenous cultures to the end of the 19th-century provides students with an understanding of the origins and some of the preoccupations of Spanish-American literature through critical analysis of documents of travel, discovery, descriptions of the struggles for independence, rural versus urban life, and modernismo. The course may require critical papers and oral reports. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 305
Popular Culture in Latin America
This course examines the interaction among mass, elite, traditional, and indigenous art forms, their relationship with the dynamics of national/cultural identity in Latin America in the 19th and 20th centuries, and globalization. Forms of expression include oral poetry and narrative; the folletin (19th-century melodramas by installment) to 20th-century "fotonovelas," "radionovelas" and "telenovelas"; broadsides; comics; musical and political movements such as neo-folklore, new song, Nueva Troba, and Rock Latino; artistic movements such as Mexican muralist; traditional and popular crafts; cooking; popular dance; and film. Open to juniors and seniors only. (Prerequisite: SP 253 and permission of the instructor) Three credits.

SP 311
Glory, Splendor, and Decay: Spanish Golden Age Literature
This course studies the most important literary manifestations of the 16th- and 17th- centuries' Golden Age Spanish culture, with special emphasis on Cervantes, Tirso de Molina, Lope de Vega, Quevedo, Góngora, and Calderón de la Barca. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 331
Love and Deception in 19th-Century Spanish Literature
Students study and analyze representative works of the romantic and realist movements. The course emphasizes theatre and poetry, or the novel, depending on students' needs. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 341
20th-Century Spanish Literature
This course examines works and literary movements from the early part of the 20th century (Generation of '98) to present times. Representative authors include Unamuno, Baroja, Valle-Inclán, Garcìa Lorca, J.R. Jiménez, Cela, Laforet, Delibes, and Matute. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 346
Spanish American Drama
The course initiates for students the process of critical thinking conducive to understanding and appreciating drama. Course procedure centers on student analysis and discussion of the definitive works of the 19th and 20th centuries in Spanish America. Selections include dramatists such as F. Sanchez, R. Usigli, R. Marques, Egon Wolff, and G. Gambaro but may also include Chicano, testimonial, and collective theatre. The course may require critical papers and/or oral reports. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 353
Spanish American Narrative
This critical analysis and discussion of key words of the narrative genre emphasizes the 20th-century development of the novel and short story. Authors include Azuela, Quiroga, Borges, Bombal, Somers, Cortázar, García Márquez, Fuentes, Ferré, and Allende. The course also considers experimental writing, the short story of fantasy, testimonio, and others, and requires critical papers and oral reports. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 355
Short Prose Fiction of Spain
This course explores the development of short prose fiction in Spain from translations of Hindu fables in the beginnings of the Middle Ages to the Golden Age (Cervantes' *Novelas ejemplares*) and through its full development in the 19th and 20th centuries. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 357
The Spanish Novel
This course studies the novel of Spain from its first tentative manifestation with the picaresque through its major development with Cervantes and into the 20th century, emphasizing the works of more important writers. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 359
Puerto Rican Literature and Culture
This study and explanation of distinctive elements of the language of Puerto Rico focuses on the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Students read, study, and critically analyze the most important writers of the contemporary period. Open to juniors and seniors only. (Prerequisite: permission of the instructor) Three credits.

SP 371
Images of Latin American Indians
This course examines the vision of Latin American Indians from the first letters of the "discoverers" and conquistadores (Colón, Cortés, Bernal Díaz del Castillo), and missionaries (Bartolomé de las Casas) through relevant novels, short stories, and films of the 19th and 20th centuries. To understand the post-discovery vision of the Indians, this course also studies the major pre-Columbian civilization of Mesoamerica and the Andean region. Authors include: Matto de Turner, Icaza, Arguedas, Castellanos, and others. Open to juniors and seniors only. This course meets the world diversity requirement. (Prerequisite: permission of the instructor) Three credits.

SP 377-378
Internship
The internship program gives students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc., in the language of their specialization. Department members, who agree to guide the endeavor, supervise student work. When required by a faculty supervisor, evaluation of student interns may be required from the institution where students work. The student's work should demand no less than one full day per week, or its equivalent. Open to juniors and seniors only. Three credits per semester.

SP 381-382
Coordinating Seminar
Students undertake readings and studies in a specialized area of Spanish, under the direction of a staff member. Designed to fill the special needs of specific students, this course is offered at the discretion of the department chair. Hours by arrangement. Open to juniors and seniors only. Three credits per semester.

Music

(see Visual and Performing Arts)

New Media Film, Television, and Radio

(see Visual and Performing Arts)

PROGRAM IN PEACE AND JUSTICE STUDIES

Faculty

Director
Cassidy

The Peace and Justice Studies program is an expression of the Jesuit educational commitment, which is fundamentally identified with the promotion of the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities, but also requires the establishment of a just social order providing a decent and dignified life for all. Accordingly, the minor provides students with an opportunity for the systematic study of a variety of issues in world peace and social justice, as well as an examination of how religions and philosophical traditions have thought about these values.

For a 15-credit minor in peace and justice studies, students:

- complete PO 115 Introduction to the Study of Peace and Justice,
- complete three electives from the University curriculum chosen in consultation with the director of the minor, and
- complete PJ 398 Capstone Research Seminar

Students pursuing a peace and justice studies minor may also elect **PJ 298 Internship in Advocacy and Community Organizing**. This internship provides students in the minor with the opportunity to understand, through direct participation, how citizens organize to empower their communities and promote policies that will benefit them. Interns are placed with community organizations in the greater Bridgeport area and some placements include advocacy work in the state legislature in Hartford. The internship is currently an elective and not required of students in the minor.

The introductory course PO 115, and the concluding seminar PJ 398, are required for the minor. Students may select their own three electives, with approval of the director, from any relevant courses in the University curriculum. Examples of courses students have taken in fulfilling the elective requirement are listed below. This list is suggestive only. There are numerous other courses that may also serve as electives; consult with the director for additional information.

AE 297	Eco-feminism
BI 75	Ecology and Society
EN 290	Literature of the Holocaust
HI 288	Colonial Latin America, 1492 to 1800
HI 289	Latin America in Revolution, 1800 to Present
PH 288	Social and Political Philosophy
PJ 120*	Prophets of Nonviolence
PJ 123*	Praxis of Faith and the Transformation of Culture
PJ 125*	Homelessness: Causes and Consequences
PO 135	Peace and War in the Nuclear Age
PO 147	Northern Ireland: The Politics of War and Peace
RS 237	Christian Feminist Theology
SO 161	American Class Structure
SO 162	Race, Gender, and Ethnic Relations

**These courses are specific to the minor. They are not required for the minor but are among the courses that students may choose as their electives. The remaining courses are described in the various department offerings in this catalog.*

Course Descriptions

PO 115
Introduction to the Study of Peace and Justice
This course introduces students to the concepts of peace and justice, and the connection between them. It focuses on case studies, beginning with an analysis of the crisis of America's cities, and finds the causes in deindustrialization and its resulting poverty, which is compared to the poverty in developing nations. In both cases, the course views poverty as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. Examining these fundamental problems in justice and peace according to the principles of Catholic Social Teaching, as well as other traditions, provides a theoretical basis for the study. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides an awareness of the major problems in justice and peace as well as an understanding of the different ways to think about them. The course concludes with an examination of citizen responses to these problems. Three credits.

PJ 120
Prophets of Nonviolence
The goal of nonviolence is to return love for hate, ultimately overcoming evil with good. This course introduces students to the experience of nonviolence as expressed in the lives of Gandhi, Martin Luther King Jr., Dorothy Day, and Jean Vanier, giving special attention to the respective cultural and historical settings in which each individual lived. Students also face the implications of nonviolence for a life of faith committed to the struggle for peace and justice. Three credits.

PJ 123
The Praxis of Faith and the Transformation of Culture
This course responds to contemporary society's need for Christian faith to address culture on the basis of the gospel of Jesus of Nazareth. Implicit in this is the understanding that the Church and the gospel are themselves inculturated – that is, they do not stand outside the processes of culture, but carry specific embodiments of faith in cultural form. Thus, the meeting of faith and culture is an intercultural clash. This course defines faith as the praxis of the human journey to and with God, sets Christian faith within the horizon of the life of Jesus of Nazareth, and defines culture as those aspects of human consciousness, as well as the unconscious, and their embodiments in society that contain the various meanings we attribute to human life and the values we choose to live by. Culture is the matrix of political, economic, and social structures of society. Three credits.

PJ 125
Homelessness: Causes and Consequences
In this seminar, students spend several hours each week in shelters, soup kitchens, or day programs, learning first-hand about homelessness. In class, journals, and short papers, students reflect on their community-based learning experiences and integrate them with readings and theory. Students discuss the causes and consequences of homelessness and critically analyze, from a variety of perspectives, its effects on individuals, families, and society. This course meets the U.S. diversity requirement. Three credits.

PJ 398
Capstone Research Seminar
This course, taken after completion of PO 115 and the three required electives, provides opportunities for students to examine the connection between their major and the values of peace and justice. Students undertake a major research project representing a concept, issue, or case study in their major and investigate the justice and peace dimension of the topic. Students make oral and written presentations of the research project and discuss it in the seminar. The course is very much student-driven. While faculty members assist in the selection of topics and readings, and join in the discussion, the course gives students much of the responsibility for their learning. Three credits.

DEPARTMENT OF PHILOSOPHY

Faculty

Professors
Long
L. Newton
Tong

Associate Professors
DeWitt, *chair*
Dykeman
Gordon
D. Keenan
Naser

Philosophy is a quest for truth, for ultimate values. The objective of this program, then, is to develop in students a philosophic habit of mind by which they seek to discover these values. The quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of individual experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in this program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the department annually sponsors a series of lectures and, on occasion, seminars for the development of its faculty. Moreover, in recognition of the highest scholastic average in philosophy annually attained by a philosophy major, the department awards the Carl J. Levantino Award for excellence in the study of philosophy.

The department offers a major and a minor in philosophy. It is the judgment of the department that the best introduction to philosophy for the undergraduate is a study of the four major periods of Western thought – namely, the classical, the medieval, the modern, and the contemporary. Reflected here, moreover, is a division that is more than chronological; the courses represent markedly different approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Requirements

Philosophy Major

For a 30-credit major in philosophy, students:

- complete PH 10 Questions in Ancient and Medieval Philosophy;
- complete one philosophy course numbered from PH 150 to PH 156;
- complete two courses that provide an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, or Nietzsche, and that emphasize primary sources;
- complete one course that considers the elements of traditional and modern logic; and
- complete five philosophy or applied ethics courses numbered 200 or greater.

Philosophy Minor

For a 15-credit minor in philosophy, students:

- complete PH 10 Questions in Ancient and Medieval Philosophy;
- complete one philosophy course numbered from PH 150 to PH 156; and
- complete three philosophy or applied ethics courses chosen with guidance and some concentration (e.g., art, politics, history, ethics, etc.)

Course Descriptions

PH 10
Questions in Ancient and Medieval Philosophy

This introductory course considers the philosophical questions of several significant thinkers from the dawn of Western philosophy to the 17th century. The course introduces students to the vocation of incessant questioning by acquainting them with the rich and stimulating variety of ancient and medieval philosophical thinking and by developing their own thinking, reading, and critical writing skills. Three credits.

PH 150
Questions in Modern and Contemporary Philosophy: Descartes to Derrida
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while continuing to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

PH 153
Questions in Modern and Contemporary Philosophy: Existentialism
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course focuses on existentialism within the broader horizon of modern and contemporary philosophy. The course also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while they continue to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

PH 155
Questions in Modern and Contemporary Philosophy: Philosophy of Science
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course focuses on the philosophy of science (both natural and social) within the context of modern and contemporary philosophy. It also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while they continue to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

PH 156
Questions in Modern and Contemporary Philosophy: Ethical Theory
This introductory course considers the philosophical questions of several significant thinkers from the 17th century to the present. It introduces students to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The course focuses on ethical theory and a comparative study of the various schools of ethical theory in modern and contemporary philosophy. It also introduces students to the vocation of incessant questioning by acquainting them with these new ways of philosophical thinking while they continue to develop their own thinking, reading, and critical writing skills. (Prerequisite: PH 10) Three credits.

PH 203
Logic
This course provides a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 206
20th-Century Philosophy
This course presents a coherent picture of the main currents of contemporary philosophy in the Western and the non-Western tradition: phenomenology and existentialism, pragmatism and analytic philosophy, Marxism and dialectic materialism, and philosophy of history and culture. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 207
Aesthetics
The course examines aesthetic experience and concepts like imitation, expression, and psychic distance; considers the relationships among the various arts; and explores the role of art in life. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 209
Augustine, Pascal, and Camus
This course takes as its focus the rich and enduring philosophical synthesis of the Bishop of Hippo as compared with two of his modern/contemporary disciples, Blaise Pascal and Albert Camus. These three thinkers came from three very different eras, and these differences should not be minimized. However, students discover a common strain in their thinking during this course. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 211
Epistemology
What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Epistemology – the study of knowledge – is the branch of philosophy concerned with such questions. The course explores epistemological issues through an examination of some of the important contributions to the field. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 212
Political Philosophy: Plato to Machiavelli
This course considers the evolution of political thinking from the golden age of Athenian democracy to the dawn of the modern period. It takes as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas, and Marsilius to Renaissance thinkers like More and Machiavelli. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 214
The Problem of God
This course studies the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Hume, Spinoza, Kant, and Hartshorne. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 215
Metaphysics
This course concerns itself with being and our knowledge of being, developing in student minds an operative habit of viewing reality in its ultimate context. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 217
Mysticism and Western Philosophy
This course studies and compares the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellective and the affective or mystical. One stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Philosophers include Plotinus, Augustine, PseudoDionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 218
History of Medieval Philosophy
This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. Students examine the most significant thinkers of this period textually. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 219
Aquinas
This course focuses on Aquinas's most mature work, *Summa theologiae*. This work exemplifies the Christian intellectual reaction to Islamic Aristotelianism, while at the same time bearing witness to Thomas's belief in the unity of truth. The course examines and analyzes such questions as the existence and intelligibility of God, the nature and powers of the human composite, human destiny, the human act, good and evil, providence and freedom, natural law, and the virtues. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 225
The Question of Religion
Nineteenth- and 20th-century continental philosophy calls into question the traditional understanding of religion, God, transcendence, incarnation, sacrifice, responsibility, evil, and ritual. This course explores the transformation of the traditional understanding of these ideas in the wake of thinkers such as Hegel, Kierkegaard, Nietzsche, Heidegger, Bataille, Lacan, Levinas, Girard, Nancy, Derrida, and Marion. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 231
Hume
This course offers an in-depth understanding of the philosophy of David Hume. Hume, one of the most interesting (and influential) of the 18th-century philosophers, made major contributions to our understanding of causation, morality, and the mind, to name just a few. Hume began with principles that seemed quite plausible but, taking these ideas to their logical conclusions, arrived at a philosophy that is, to say the least, surprising. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 232
Nietzsche and Kierkegaard
This course concentrates on the major writings and central insights of the two thinkers. It determines and evaluates their contributions to the development of contemporary existentialism and to current radical thinking about God and morality. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 233
Introduction to Oriental Philosophy
This course presents a coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition. This course meets the world diversity requirement. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 234
Hegel
The philosophy of G.W.F. Hegel, the most famous of the German idealists, directly spawned the philosophy of Karl Marx. Hegel is considered the father of existentialism and influenced contempo-

rary schools of critical theory, continental philosophy, and post-structuralism. This course focuses on Hegel's most famous work, *Phenomenology of Spirit*. Students learn the mechanics of dialectical reasoning by examining Hegel's reflections upon time and space, perception, scientific reasoning, the concepts of life and death, the master-slave dialectic, and self-consciousness. The course works through this text in detail, and pays particularly close attention to how Hegel interprets the philosophy of Immanuel Kant. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 235
Immanuel Kant
An inquiry into the major metaphysical, epistemological, and ethical themes developed by this revolutionary and important German philosopher, this course includes a survey of the influences of Kant and his influence on subsequent philosophy. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 236
Plato
This course covers central ontological and epistemological themes in selected early, middle, and late Platonic dialogues, paying particular attention to Plato's inclination to identify virtue with knowledge. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 237
Aristotle
This course introduces Aristotle through a selection of his works, exploring their relation to other works, their place in the scheme of the sciences, and thoroughly investigating their subject matter. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 238
Descartes
Three years after he finished college, Descartes got stuck in a snowstorm on his way to fight in a war. Alone in his room, he reflected on his education, coming to believe that many of the things he had been taught in college were pretty dubious. He also realized that he had believed many things all his life without giving thought to his reasons for believing them. He decided the best thing he could do was rid himself of all his old beliefs and then, relying only on his own mind, replace them with only those beliefs for which he could find good reasons. This course discusses the development and results of Descartes' search for truth. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 250
Philosophy of Mind
This course acquaints students with the most recent philosophical theories on the workings of the mind. Although it emphasizes philosophical theories of the mind, it also pays close attention to the philosophical implications of recent research in sciences such as psychology and neuroscience. This is an exciting topic; join us on this quest to address the *Delphic dictum*: Know Thyself! (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 266
The Concept of Human Rights
Bosnia, Somalia, Guatemala, the Holocaust – the notion of human rights and accusations of human rights violations are a constant presence in our political environment and in the formulation of U.S. foreign policy. This course follows the emergence of this concept from the political and ethical thought of the Greeks, to the Enlightenment, to the explicit formulation of "human rights" in the 20th century as a guiding principle of international relations. Formerly PH 293. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 280
Heidegger
This course explores the work of Martin Heidegger (1889-1976), one of the most influential philosophers of the 20th century. It primarily takes the form of a close reading of *Being and Time* (1927) and *The Origin of the Work of Art* (1936). The course hinges on Derrida's reading of Heidegger's existential analysis of death. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 283
Ethical Theories in America
This course examines the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America. The course examines this tradition in the writings of representative American philosophers. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 285
Philosophy of Literature
This course examines the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 286
Philosophy and Tragedy
This course explores various works on tragedy by, for example, Plato, Aristotle, Hegel, Kierkegaard, Nietzsche, Freud, Heidegger, Lacan, Derrida, and Irigaray, which are read alongside various tragedies such as Sophocles' *Oedipus the King* and *Antigone*, and Shakespeare's *Hamlet*. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 287
Philosophy of Religion
This course inquires into the nature of religion in general from the philosophical point of view. That is, it employs the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 288
Social and Political Philosophy
This course analyzes the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 289
Philosophy of Law
This course examines the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 291
Field Being
The emergence of the field concept of being and its closely allied "non-substantialistic turn" is the one common thread running through the whole spectrum of 20th-century thought. This course explores the multi-dimensional character of this exciting intellectual phenomenon from a global physiological perspective through an in-depth articulation of the basic concepts of field-being thinking and its applications in contemporary science and philosophy. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 294
American Philosophy
This course examines the origin and development of the American philosophical tradition and its culmination in pragmatism, including the relation of philosophical ideas in America to literature, religion, and politics. The course emphasizes the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 295
19th-Century Philosophy
This course examines the representative philosophers of the 19th century, notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 297
Evil
This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does an individual's understanding of evil have on his or her understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 298
Senior Essay
Philosophy major seniors may opt for a senior essay rather than take a particular three-credit course. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

PH 299
Special Topics
This course explores a specific topic in the discipline of philosophy, in an effort to deepen students' vocations of incessant questioning not only by exploring a specific thinker, question, or historical period, but also by further developing their own thinking, reading, and critical writing skills. (Prerequisites: PH 10 and one 100-level philosophy course) Three credits.

Applied Ethics Courses

See course descriptions under the Applied Ethics section of this catalog.

AE 262	Ethics and the Organization
AE 275	Global Environmental Issues
AE 281	Ethics of Communication
AE 282	Ethics and the Computer
AE 283	Environmental Justice
AE 284	Environmental Ethics
AE 285	Ethics of Healthcare
AE 286	Ethics of Research and Technology
AE 287	Engineering Ethics
AE 289	Global Health Care Policy
AE 290	Ethics in America: The Telecourse
AE 291	Business Ethics
AE 293	Ethics of War and Peace
AE 294	Ethics, Media, and Politics
AE 295	Ethics in Law and Society
AE 296	Ethics in Government
AE 297	Eco-feminism
AE 298	Ethics and Feminist Perspectives
AE 299	Special Topics in Applied Ethics
AE 384	Seminar in Environmental Law, Economics, and Policy
AE 391	Seminar in Business Law, Regulation, and Ethics
AE 393	Seminar in War, Peace, and Public Policy
AE 395	Seminar in Legal Ethics
AE 396	Seminar in Ethics and Government
AE 397	Seminar in Bioethics I: Life and Death
AE 398	Seminar in Bioethics II: Professional Responsibility
AE 399	Special Topics in Applied Ethics

DEPARTMENT OF PHYSICS

Faculty

Professors
Beal, *chair*
Hadjimichael
Winn
Zabinski

Associate Professor
V. Newton

Instructor
Brienza
Track

The science of physics is concerned principally with physical laws that determine the nature and interactions of matter and energy that underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology, and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics are: (1) to prepare students for entrance into and successful completion of a graduate education in physics or related fields; (2) to prepare students for entrance into the technological and non-technical work forces.

To accomplish these objectives, physics students are guided to an understanding of physical laws and their applications; students are trained to think logically and develop their problem-solving abilities; students develop experimental skills and become knowledgeable in the use of instrumentation; and students receive instruction in advanced mathematical and analytical techniques and in the use of computers and microprocessors.

Physics majors automatically earn a minor in mathematics.

The applied component of the physics curriculum focuses on laser technology, digital electronics, electro-optics, and materials science. Students learn the fundamental physical processes that constitute the basis of modern technology. As a result, physics graduates can pursue graduate studies in any subfield of physics, follow industrial careers in research and development in corporate or industrial environments, or pursue professional careers in such fields as health, physics, computer science, medicine, biostatistics, architecture, patent/high-tech law, and science teaching.

Requirements

Bachelor of Science - Major in Physics (130 credits)

	Credits	
First Year	*Fall*	*Spring*
PS 15-16 General Physics I and II	3	3
PS 15L- PS 16L Physics Laboratory	1	1
MA 125-126 Calculus I and II	3	3
EN 11-12 English	3	3
Foreign language core requirement	3	3
Arts core requirement	3	
Social science core requirement		3
Sophomore Year		
PS 285 Modern Physics	3	
PS 226 Theoretical Mechanics		3
PS 211 Digital Electronics		
OR		
PS 212 Analog Systems		4
MA 227-228 Calculus III and IV	3	3
CH 11-12 General Inorganic Chemistry I and II	4	4
Computer programming elective	3	
PH 10 Questions in Ancient and Medieval Philosophy	3	
RS 10 Introduction to Religious Studies		3
Junior Year		
PS 271 Electricity and Magnetism I	3	
PS 371 Electricity and Magnetism II		3
PS 222 Optics		3
PS 203 Optics and Laser Laboratory		1
PS 390 Special Topics	3	
MA 321 Ordinary Differential Equations	3	
MA 322 Special Functions		3
English and philosophy core requirements	3	3
HI 30 Europe and the World in Transition	3	
One intermediate-level history course		3
Senior Year		
PS 204 Modern Experimental Physics Laboratory	1	
PS 205 Modern Experimental Physics Laboratory	1	
PS 241 Thermodynamics	3	
PS 386 Quantum Physics	4	
PS 388 Nuclear Physics		3
PS 391-392 Independent Study	credit by arrangement	
Religious studies and philosophy core requirements	3	3
Arts elective	3	
Social science elective		3
Electives	3	3

Minor in Physics

Students who major in an area other than physics can earn a 19-credit minor in physics by completing the following minimum requirements:

- PS 15-16 General Physics I and II with lab (four credits)

OR

- PS 83-84 General Physics for Life and Health Sciences I and II with lab (four credits)
- Three one-semester courses chosen among the 200- and 300-level physics courses, with the chairman's approval (nine to 12 credits)
- Two semesters of laboratory courses chosen among PS 203 to PS 206, with the chairman's approval (two credits)

Course Descriptions

PS 15
General Physics I
This introductory physics course for students concentrating in physics, mathematics, chemistry, or engineering covers mechanics, heat, and fluid dynamics. The course includes rigorous mathematical derivations using integral and differential calculus. Topics include velocity and acceleration, Newton's laws of motion, work, energy, power momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases, measurement and transfer of heat, and elementary thermodynamics. Three credits.

PS 15L
Lab for General Physics I
This lab course engages students in experimental measurements spanning the areas of mechanics and thermal stresses on matter, with the objective of training students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation, providing depth to students' understanding of the phenomena taught in PS 15. Specific experimental measurements include accelerated motion, periodic motion, gravitational force, ballistics, conservation of energy and momentum, rotational dynamics, and measurements of the coefficient of linear expansion and the heat of fusion. Students complete a weekly lab report. One credit.

PS 16
General Physics II
This continuation of PS 15 covers electricity and magnetism, light and optics, and sound. Topics include magnetism and electricity; simple electric circuits; electrical instruments; generators and motors; characteristics of wave motion; light and illumination; reflection; refraction, interference; polarization of light, color, and the spectrum; and production and detection of sound waves. Three credits.

PS 16L
General Physics II Lab
This laboratory provides students with a greater understanding of electromagnetic phenomena, wave phenomena, and optics, and supports PS 16. Measurements of microscopic quantities, like the charge and mass of the electron, give students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, and the nature of light and its interaction with optical materials. This course trains students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation. Students complete a weekly lab report. One credit.

PS 70
Computers Today
This course provides a general introduction to computers for the non-science major and emphasizes use of the Internet. Students learn to author their own home pages and to use the Internet as a research tool. In addition, the course introduces the student to Microsoft Office and computer programming in QBasic through a hands-on approach. Other topics include history of computers; hardware and software; data processing; computers in education, industry, business, and healthcare; and the social implications of computers. Classes meet in the computer lab. Three credits.

PS 71
Physics of Light and Color
This course, intended for students who are not majoring in the physical sciences, covers the particle-wave duality of light and the relationship of light to other electromagnetic waves. Additional topics include polarization, vision, color and the perception of color, optical phenomena in nature and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography. Three credits.

PS 73
Man and Technology
Designed for the non-science major, this course considers major concepts of modern information science with an emphasis on the man-technology interaction. These concepts include modeling and decision making in such areas as energy, population, pollution, transportation, and computers.
Three credits.

PS 75
Physics of the Human Body
Designed for the non-science major, this course examines the functionality of the human body from a physics perspective. The course introduces introductory level physical principles and applies them to various body systems. Topics include the mechanical efficiency of the body and its heat management; fluid pressures; flow processes; forces and muscles; skeleton, bones, and lever systems; lungs and breathing; cardiovascular system; sound, speech, and the hearing system; and optical imaging and the vision system. The course, offered in common vernacular language, emphasizes conceptual understanding.
Three credits.

PS 76
Physics of Sound and Music
Designed for the non-science major, this course examines the physical principles in the production of sound, with an emphasis on sound produced by musical instruments. Topics include the nature of wave motion as produced by vibrating strings and organ pipes, harmonic content, musical scales and intervals, and the mechanism of the hearing process. The course applies concepts to the construction and characteristics of musical instruments and to the design of auditoriums and concert halls. Three credits.

PS 77
The Science and Technology of War and Peace – The Way Things Work
Designed for the non-science major, this course includes critical discussion and descriptive exposition of the swords and plowshares dilemma, of the concept that science and technology have been used to build up – and tear down – civilization, and of the forces of civilization driving and being driven by the dual nature of our technological heritage. The course begins with the first lever and club and ends with laser surgery and Star-Wars lasers, taking a historical and a thematic approach where appropriate. The course describes, in the simplest terms, the way important real devices (television, telephones, lasers, gas turbines, thermonuclear weapons, etc.) work, examining their illustration of and limitations by scientific principles at a qualitative level. The course also considers the technical future from a past, present, and future perspective, asking: What can, could, didn't, might, and can we not do? The course illustrates the moral and ethical implications of science where appropriate. Knowledge of no more than high school algebra is required. Three credits.

PS 78
The Nature of the Universe
This course, intended for non-science majors, reviews the scientific field of cosmology, or the nature of the physical universe, from a historical perspective. Beginning with the ancients, the course traces the development of cosmological principles through the Greek and Egyptian era of Aristotle, C. Ptolemy, and others; the 16th and 17th centuries of Copernicus, Galileo, and Newton; and the cosmology of the 20th century based upon Einstein's theories of relativity coupled with several fundamental observations. This leads to an examination of the current model of the universe, which is based upon the Big Bang theory. Three credits.

PS 83
General Physics I
Designed for students entering the health sciences, this introductory-level course covers classical mechanics of rigid bodies and fluids. Newton's laws of motion, and the conservation of mechanical energy and momentum form the foundations of this course. The course investigates the elastic nature of materials, simple harmonic motion, and basic wave properties as well as the introductory concepts of heat transfer and thermodynamics. The course uses elementary calculus to describe many of its concepts and stresses conceptual understanding and problem-solving skills. Three credits.

PS 83L
General Physics I Lab
Same as PS 15L. One credit.

PS 84
General Physics II
A continuation of PS 83, this course covers the basic concepts of static electric and magnetic forces and fields, potentials, induction, motors, generators, DC circuits, and capacitance. Students investigate geometric and physical optics along with selected topics in modern physics such as special relativity and the wave-particle concept of matter and use introductory level calculus where appropriate. The course stresses conceptual understanding and problem-solving skills for health science students. Three credits.

PS 84L
General Physics II Lab
Same as PS 16L. One credit.

PS 85
Topics in Science and Public Policy
This course offers students not majoring in the natural sciences an opportunity to study the basic physics and other sciences associated with several current and potentially controversial issues in public policy. Topics may include energy use and conservation, the disposal of nuclear waste, allocation of national resources for space exploration, local land and water use, and health issues associated with new technologies (e.g., cell phones). Outside speakers, selected to represent opposing perspectives on a given topic, form an integral part of the course. The class also interacts with students at a local middle school who are studying similar issues. The course develops science literacy by focusing on current and controversial topics in public policy, enabling students to build a base knowledge and experience from which to participate effectively in public debate on science-related issues. This class fulfills the core natural science requirement and is especially recommended for those students interested in careers in middle or high school education. Three credits.

PS 87
Fundamentals of Astronomy
This course introduces students who are not majoring in science to the principal areas, traditional and contemporary, of astronomy. Traditional topics include a historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After discussing these subjects in detail, the course covers areas appropriate to modern astronomy such as the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models. Three credits.

PS 92
History and the Cultural and Social Impact of Science
This course traces the historical development of science and attempts to induce an appreciation of universal natural laws; investigates scientific influence on the development of culture and society; takes a critical view of the culture and social institutions of today and examines to what extent science is responsible for their ills or virtues; and determines if it is possible for a concerted action on the part of the scientific enterprise to truly improve the human condition. The first part of the course focuses on culture, the second on social institutions. Three credits.

PS 93
Energy and Environment
This course introduces students not majoring in the natural sciences to topics relating to work, energy, and power, and explores many of the environmental consequences resulting from our use of energy. The course examines the finite nature of fossil fuels as well as many alternative energy sources including solar energy; wind, tidal, and geothermal energy; nuclear fission; and nuclear fusion. Students use arithmetic and simple algebra. Three credits.

PS 95
Meteorology

The course introduces the science of meteorology to students who have little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments that measure atmospheric changes; and the forces that produce winds and storms, applying these studies to weather forecasting, the economic impact of weather, and the modification of weather and climate. Three credits.

PS 203
Optics and Lasers Lab

In this companion lab course to PS 222, students investigate classical optical experimental methods including experiments in geometrical optics, optical instruments, optical materials, velocity of light, interference, Fraunhofer and Fresnel diffraction, Michelson and Fabry-Perot interferometers, and polarization. The course includes an introduction to spectroscopy, fiber optics, and lasers. The course requires comprehensive lab reports. One credit.

PS 204
Modern Experimental Methods I Lab

PS 204 and PS 205 each offer lab experience in modern experimental methods and techniques. They each involve lab investigation of fundamental concepts in modern physics including atomic, nuclear, solid-state, X-ray, acoustic, superconductivity, and quantum physics. Lab procedures emphasize hands-on work with basic experimental equipment such as vacuum systems, power supplies, electronics and instrumentation, detectors, diagnostic techniques, computer interfaces, data acquisition and control hardware and software, etc. These lab courses give students maximum opportunity to work on their own with minimum supervision. One credit.

PS 205
Modern Experimental Methods II Lab

See PS 204. One credit.

PS 206
Modern Optics Lab

In this lab course, student experiments include measurement of the speed of light, the photoelectric effect, diffraction phenomena, spectroscopy, polarization, interferometry, interference effects, and optical heterodyning. Students may – and are encouraged to – develop relevant experiments. The course requires comprehensive lab reports. One credit.

PS 211
Digital Electronics and Microprocessors

Cross-listed in engineering as EG 245, this lecture and lab course trains students in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. Topics include number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; and analog/digital and digital/analog conversion techniques. Students also use lab equipment such as "bread-boarding" equipment, pulsers, oscilloscopes, and logic probes. (Prerequisite: PS 15-16 or PS 83-84) Four credits.

PS 212
Circuit Analysis and Analog Systems

Cross-listed under engineering as EG 212, this lecture and lab course introduces students to the theory and practice of basic electronics and linear/analog circuitry. Topics include Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FETs, SCRs); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. Students also work with basic lab test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer. (Prerequisite: PS 15-16 or PS 83-84) Four credits.

PS 220
Pollution in the Environment

Cross-listed under chemistry as CH 220, this lecture/lab course introduces students to a range of physical and chemical techniques used to monitor and assess the sources, level, and flux of pollutants in the environment. The course considers the specific pollution sources, pathways by which pollutants travel through the ecosystem, the deleterious effects of pollution, and approaches to pollution prevention and remediation. The lectures present a review of the relevant physical and chemical processes whereby pollutants enter and affect the ecosystem. The lab component gives students hands-on experience in environmental sample collection, analysis, and data interpretation, and features the use of sophisticated analytical instrumentation. (Prerequisites: CH 11-12.) Four credits.

PS 222
Modern Optics
Starting with a review of electromagnetic wave theory and the differential wave equation, this course covers the propagation of light from a scattering and an electromagnetic wave phenomena point of view. The course investigates superposition, polarization, interference, and diffraction in detail and discusses the photon theory of light along with the photoelectric effect. The course covers the basic theory of coherence with its contemporary application to lasers and additional selected topics in applied optical devices. It stresses the application of theory to devices and observations, and requires completion of the complementary lab course, PS 203. (Prerequisite: PS 271) Three credits.

PS 226
Theoretical Mechanics
The formulation of classical mechanics represents a major milestone in our intellectual and technological history as the first mathematical abstraction of physical theory from empirical observations. This achievement is rightly accorded to Isaac Newton, who first translated the interpretation of various physical observations into a compact mathematical theory. More than three centuries of experience indicate that mechanical behavior in the everyday domain can be understood from Newton's theories. Topics in this course include elementary dynamics in one and two dimensions, gravitational forces and potentials, free and forced harmonic oscillations, central fields and the motions of planets and satellites, Lagrange's and Hamilton's equations, small oscillations, and normal mode analysis. (Prerequisite: PS 15-16 or PS 83-84) Three credits.

PS 241
Thermodynamics
Thermodynamics, viewed primarily as the science that deals with energy transformations and the relationships between properties of systems, is a fairly modern science. As its name implies, thermodynamics deals with heat and power; originally, this now broad subject dealt almost exclusively with heat engines. This course begins with a review of the three fundamental laws of thermodynamics. Additional topics include the kinetic theory of gasses and modern statistical mechanics. (Prerequisite: PS 285) Three credits.

PS 271
Electricity and Magnetism I
This lecture course covers the foundations of electric and magnetic phenomena. Topics include electrostatics and the concepts of the electric field, flux, and potential; Coulomb's law and Gauss's law and their applications; vector and scaler fields and vector operators; electric energy of systems of charges; dipole fields and Laplace's equation; moving charges and currents; Ampere's law; and magnetic fields and forces. (Prerequisites: PS 15-16 or PS 83-84 and MA 125, MA 126, MA 227, MA 228) Three credits.

PS 285
Modern Physics
This course introduces modern physics, i.e., the physics of the 20th century. The basic ideas that led to the formulation of quantum mechanics together with Einstein's theories of relativity provided a means to explore many new aspects of the physical world. This course examines the discovery of quanta of energy; Einstein's Special Theory of Relativity; the Bohr model of the atom; wave mechanics, angular momentum, and spin; various aspects of quantum mechanics that explain much of the subatomic world; and aspects of atomic and nuclear physics including solid-state physics and superconductivity. The course also examines several of the major experimental observations that support and confirm these new theories. (Prerequisite: PS 15-16 or PS 83-84) Three credits.

PS 288
Biomedical Physics and Technology
This course introduces students to the physical principles that operate in normal and abnormal states of the human body and to the study of the instrumentation used for diagnostic and therapeutic purposes. The course examines in detail the principles of operation of a large array of biomedical instrumentation and the use of data collected by these devices. (Prerequisite: PS 15-16 or PS 83-84) Three credits.

PS 371
Electricity and Magnetism II
This lecture course continues PS 271, covering additional topics in electric and magnetic phenomena. Topics include Farady's laws and induced electromotive force; electric and magnetic fields in matter; methods of solving boundary value problems; Maxwell's equations in integral and differential form; electromagnetic radiation and wave propagation; and Einstein's Special Theory of Relativity for electrodynamics. (Prerequisite: PS 271) Three credits.

PS 386
Quantum Physics
This course introduces students to the physical concepts and mathematical formulations of nonrelativistic quantum mechanics. Topics include the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. (Prerequisites: PS 285, PS 226, MA 228, MA 321, MA 322) Four credits.

PS 388
Elementary Particles and Nuclear Physics
This course begins with a review of elementary particles, their properties and classification, and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. The course concludes with an examination of particle accelerators and other nuclear experimental facilities. (Prerequisite: PS 386) Three credits.

PS 390
Special Topics
This course covers the following content: condensed matter physics, numerical analysis and computational physics, and wave phenomena and quantum phenomena. Condensed matter topics include mechanical, thermal, and electric properties of matter; magnetism; superconductivity; and magnetic resonance. Topics in numerical analysis and computational physics include solutions of differential equations, boundary value and eigenvalue problems, special functions and Gaussian quadrature, and matrix operations. Topics in wave phenomena include electric and mechanical oscillators, coupled oscillators, transverse and longitudinal waves, waves on transmission lines, and electromagnetic waves. Quantum phenomena include advanced topics in quantum mechanics with applications in the structure of nuclei, atoms, molecules, metals, crystal lattices, semiconductors, and superconductors. (Prerequisites: PS 15-16 or PS 83-84, PS 285) Three credits.

PS 391-392
Theoretical/Experimental Independent Study
This course provides opportunities for intensive investigation – experimental or theoretical – of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors. Credit by arrangement.

PS 399
Independent Study
This independent study, primarily for scientists and engineers, focuses on developing student computer skills. Students select from study projects such as introduction to computer-aided design, Web page design, and computer programming for technical problem solving. No prerequisites. One or two credits.

DEPARTMENT OF
POLITICS

Faculty

Professors
Cassidy
Dew, *chair*
A. Katz
Orman

Associate Professors
Greenberg
Patton

Instructor
Boryczka

Lecturer
Edwards

The Department of Politics offers a balanced and diversified curriculum that covers the major subfields of this discipline. While very much aware of the perennial questions of government and society that puzzled political philosophers such as Aristotle and Plato, the department is concerned that its students be well versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (spoken and written), and experiential learning. Professors are closely involved with the programs in international studies, Asian studies, peace and justice, and Latin American and Caribbean studies. Thus, while it is designed to provide a broad liberal education, the politics curriculum is also appropriate for many career orientations, especially law, government, the media, teaching, and business.

Requirements

Major in Politics

For a 30-credit major in politics, students:

- complete PO 11 Introduction to American Politics;
- complete PO 12 Introduction to Comparative Politics;
- complete PO 14 Introduction to Political Theory; and
- complete seven upper-division (100-level or greater) politics courses. Majors complete one upper-division course in each of the following areas: political theory, comparative politics, international relations, and American politics.

Minor in Politics

For an 18-credit minor in politics, students:

- complete PO 11 Introduction to American Politics;
- complete PO 12 Introduction to Comparative Politics;
- complete PO 14 Introduction to Political Theory; and
- complete three upper-division (100-level or greater) politics courses taken in any politics subfield or as internships or independent study offered by the department.

Course Descriptions

PO 11
Introduction to American Politics
Students examine the American political system and the American political culture; consider the major political institutions in relation to policy perspectives; examine the ability of the political system to deal with societal problems; and analyze proposals for reform of the political system. Three credits.

PO 12
Introduction to Comparative Politics
This course surveys selected industrialized and non-industrialized nations, exploring the relationship between cultural and socioeconomic conditions and political behavior, and illustrating some of the basic concepts and methods of comparative political analysis. This course meets the world diversity requirement. Three credits.

PO 14
Introduction to Political Theory
This course introduces students to the field of Western political theory. It analyzes the liberal political theories of Thomas Hobbes, John Locke, and J.S. Mill, and compares and contrasts them to a variety of communitarian, socialist, and anarchist political theories. Three credits.

Political Theory Courses

PO 112
Western Political Thought II: Modern
This course focuses on the modern tradition of Western political theory. It carefully examines the work of four thinkers: Karl Marx, Max Weber, Friederich Nietzsche, and Michel Foucault. Each of these theorists presents a critical assessment of the nature and value of modern society's cherished ideals of social and economic progress, secularization, and scientific reason, and individual autonomy and liberty. This course explores and evaluates these controversial critiques of life in the modern age. Three credits.

PO 116
Utopian Politics
This course examines the nature and function of utopian thinking and utopian communities. What is the value of utopian reflection? What forms of critical thinking and imaginative speculation does it enable? What are the limits to or dangers of utopian thought and practice? What kinds of challenges do utopian communities face? This course explores and critically assesses utopian, dystopian, and anti-utopian themes from samples of utopian fiction, political theory, science fiction, and popular culture. The course includes an investigation into the possibilities and limitations of some recent attempts to build communities in the United States. Three credits.

PO 118
American Political Thought
This course considers the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. The course also covers challenges and reform of the American political system within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism. Three credits.

PO 119
Introduction to Feminist Thought
This course examines the development of U.S. feminist theory from the 1960s to the present.

Students explore the similarities and differences among several approaches to feminist theorizing that emerged from the U.S. women's movement, including liberal, radical, socialist, and postmodernist feminism, and the feminisms of women of color. This course meets the U.S. diversity requirement. Three credits.

PO 123
Modern Political Ideologies
This course primarily examines the political belief systems in the United States including conservatism, liberalism, democratic socialism, and the idea of industrial policy. It analyzes these "isms" with reference to democracy's ability to deal with the contemporary problems of American society. It also explores Marxism in terms of the basic political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin; discusses the basic concepts of racism; and briefly analyzes the meaning of totalitarianism. Three credits.

PO 124
Marxist Political Thought
This course provides a careful treatment and evaluation of the social and political thought of Karl Marx. In addition, the course examines the intellectual environment in which Marx worked and concludes with some discussion of contemporary approaches to Marxist thought. Three credits.

PO 220
Seminar on Feminist Theory
This course explores advanced topics in feminist theory, examining a number of trends in contemporary feminist theory. Topics include conceptions of the female body in Western culture, feminist theories of the family, Third World feminisms, theories of feminist subjectivity and gender performativity, and the intersections among gender, race, class, and sexuality. (Prerequisites: PO 119 or WS 101, or permission of instructor) Three credits.

International Relations Courses

PO 130
International Relations
This course views the experience of conflict and cooperation among the nations of the modern world in terms of the principles of realpolitik, morality, international law, and international organization, giving special attention to the dynamics of the so-called "new world order" that followed the Cold War. The class simulates possible future conflicts. Three credits.

PO 133
United States Foreign Policy
This course reviews U.S. involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. Students discuss constitutional and other factors in the making of foreign policy and debate major contemporary policies and commitments. Three credits.

PO 134
International Political Economy
In a globalizing world economy, understanding the inextricable link between politics and economics is increasingly important. International political economy is the study of world developments in which economics and politics – wealth and power – are intertwined. This course considers the impact of globalization on states, markets, and businesses by studying current issues and challenges in the international political economy related to international trade, finance, production, and development. Topics include international monetary relations, foreign debt, global trade relations (WTO), trade regionalism (NAFTA, EU), and multinational corporations (foreign direct investment), as well as strategies for economic development. Three credits.

PO 135
Peace and War in the Nuclear Age
This course analyzes the nuclear arms race and efforts to end it. It focuses on the major weapons systems, nuclear strategies, and comparative strengths of the two superpowers. The course reexamines American attitudes toward the Soviet Union including its history and its security concerns; evaluates and debates the various arms control and disarmament proposals; and examines other implications of the arms race including the morality of nuclear weapons policies and the economic impact of large-scale military expenditures. Students consider the role citizens can play in attempting to reverse the arms race and establish peace. Formerly listed as PO 114; closed to students who have taken PO 114. Three credits.

PO 146
Vietnam and the American Experience
This course explores the roots of American involvement in Vietnam, analyzes conflicting theories surrounding America's involvement, and investigates the clash of cultures raised by the war and the war's impact on American and Southeast Asian societies. Three credits.

PO 149
Third World Politics
This course examines key themes in the comparative study of the Third World. No one region or country is singled out for study. Instead, the course's thematic queries draw selectively from Asia, Africa, Latin America, and the Middle East for examples. Topics include the debate over the rational peasant, the meaning of the Third World, the role of capitalism and imperialism in the mak-

ing of the Third World, Orientalist representations of the Third World, cultural critiques of modernity, postcolonial responses to globalization, and problems with the notion of development. This course meets the world diversity requirement. Three credits.

Comparative Politics Courses

PO 140
European Politics

This analysis of political institutions and dynamics of Great Britain, France, Germany, and Italy emphasizes the relationship between the political culture and the political system and analyzes alternate methods of dealing with societal problems. Three credits.

PO 141
African Politics

This course examines political patterns in Africa with an emphasis on the relationships between politics and culture, and politics and economy. Themes and concepts, not country studies, structure the course, which extracts patterns that are universal or typical in sub-Saharan Africa, examines the colonial legacy on which contemporary states build, and considers the political problematic that the colonial experience imparts with respect to cultural issues of identity, tribalism, and ethnicity in Africa. The course also examines the role of force and violence in consolidating political rule, the economic constraints that fetter Africa, and considers prospects for Africa's political. This course meets the world diversity requirement. Three credits.

PO 142
Latin American Politics

Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the political systems of selected countries of mainland Latin America such as Mexico, Guatemala, Nicaragua, Venezuela, Colombia, Peru, Chile, Argentina, and Brazil. In particular, it examines the revolutionary method of change; reviews the policy dilemmas of land reform, industrialization, and control of natural resources; and reviews U.S. foreign policy toward the area – past and present. Students complete research projects. This course meets the world diversity requirement. Three credits.

PO 143
Caribbean Politics

Racism and ethnic conflict, colonialism and neocolonialism, grating poverty and bustling tourism all have their impact on the politics of these struggling countries. This course examines migration across the first world's borders in countries that include Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Suriname. Students complete a research project. This course meets the world diversity requirement. Three credits.

PO 144
Middle Eastern Politics

This course offers an overview of important thematic issues in Middle Eastern politics, economy, and society. Themes and concepts, not country studies, structure this course, which makes sense of the modern Middle East by familiarizing students with the most significant contemporary problems and controversies in the region. Students examine the process of state formation and the impact of colonialism in the Middle East; study topics pertaining to religion, family, and sexuality; and analyze the international relations of the region (war and peace), patterns of economic development (economic reforms, migration), and structures of power and prospects for democratization. This course meets the world diversity requirement. Three credits.

PO 145
Asian Politics: East Asia

This course analyzes politics in contemporary China (including Taiwan), Japan, and Korea, emphasizing the relationship between each nation's political culture and political system and giving considerable time to the different paths to modernization taken by each nation. This course meets the world diversity requirement. Three credits.

PO 147
Northern Ireland: The Politics of War and Peace

This course focuses on the troubles in Northern Ireland from 1969 to the present. The course provides historical background, with an emphasis on Great Britain's role from the 16th century through the current period. It examines the 20th-century conflict primarily as a national liberation struggle against a sectarian regime established in the North and supported by Great Britain, and discusses cultural, economic, and religious theories of the conflict. It follows a chronological format starting with the civil rights marches in the late 1960s before moving to the state repression that followed and the subsequent community responses to the state, including hunger strikes and electoral politics campaigns. In the process, the course assesses the roles played by political parties, paramilitaries, the churches, and community organizations as well as government bodies. The course examines the peace process as a struggle reflecting the conflict and as a possible resolution of it. Three credits.

PO 221
Seminar on Britain

This seminar course uses an interdisciplinary approach, political science, sociology, and modern British drama and novels to look at the structure and changing nature of British society and politics. It focuses on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. (Prerequisite: permission of the instructor) Three credits.

PO 246
Seminar on China

This course examines the major problems of contemporary Chinese society, with a particular emphasis on political socialization and the Chinese political culture, and the role(s) of such groups as students, peasants, and women. The seminar analyzes political philosophy, short stories, novels, plays, and biographies by Chinese writers and Western scholars and observers. This course meets the world diversity requirement. (Prerequisite: permission of the instructor) Three credits.

PO 249
Seminar on Russia

This survey of Russian political, economic, and social developments under Communism sets the scene with a review of conditions that preceded the Revolution. The course then examines changes wrought by the Revolution and some of their unanticipated consequences, giving special attention to the dilemmas in Mikhail Gorbachev's and Boris Yeltsin's efforts to restructure and open the society. The course reviews United States/Soviet relations. This course meets the world diversity requirement. (Prerequisite: permission of the instructor) Three credits.

PO 346
Seminar on Vietnam

This seminar analyzes the role of traditional Vietnamese culture in Vietnam's many wars: with China for 1,000 years, with France from 1946 to 1954, with America from 1962 to 1973, and with Cambodia after 1975. Much of the seminar focuses on America's war with Vietnam and the impact of American society on that war. The course also analyzes the effect of the events of 1962 to 1973 on America and on those who fought in that conflict. This course meets the world diversity requirement. (Prerequisite: PO 146 or permission of the instructor) Three credits.

American Politics Courses

PO 115
Introduction to the Study of Peace and Justice

This course introduces students to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course focuses on case studies beginning with an analysis of the crisis of America's cities and finds the causes in deindustrialization and its resulting poverty, which is compared to the poverty in developing nations. In both cases, the course views poverty as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. Examining these fundamental problems in peace and justice, according to the principles of Marxism, liberalism, and Catholicism, provides a theoretical basis for the study. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides an awareness of the major problems in peace and justice as well as an understanding of the different ways to think about them. Three credits.

PO 150
Urban Politics

This course examines structures and processes of urban politics and considers the major participants and policy areas of urban political processes. It sets the evolution of urban areas in historical perspective, discusses major contemporary problems, and analyzes alternative solutions. Three credits.

PO 151
Politics of the Immigrant: The Irish Catholic and the East European Jewish Communities

This course explores how two immigrant groups – the Irish and the Jews – adapted politically in the United States. The Irish mobilized locally and were, until late in the 20th century, a major force in big city politics; the Jews largely eschewed local politics and concentrated their efforts on national politics. By examining the two groups, students learn about ethnicity and political mobilization in the United States. Three credits.

PO 152
Weapons of the Weak: Political Tools of the Disadvantaged

This course explores what it means to be politically disadvantaged in the United States, who is politically disadvantaged, why they are disadvantaged, what forms of political participation they practice, and the effectiveness of their somewhat unique forms of political participation. Groups that are studied include different racial minorities, women, the poor, gays, immigrants, and people with disabilities. Forms of political participation include protest, foot-dragging, consumer activism, grassroots mobilizing, picketing, sit-ins, and alternative institution building. This course meets the U.S. diversity requirement. Three credits.

PO 153
The Politics of Race, Class, and Gender

This course investigates how race, class, and gender function in American political culture. Students explore how the theoretical ideas of central thinkers such as Thomas Jefferson, Martin Luther King Jr., and Susan B. Anthony shape the political practices of the people who express themselves in songs, speeches, art, and music. The focus on race, class, and gender enables student to engage with historically challenging questions about equality, freedom, individualism, republicanism, liberalism, and American exceptionalism from alternative perspectives. The course concludes by assessing whether or not the contemporary Hip Hop movement can overcome the barriers of race, class, and gender. This course meets a U. S. diversity requirement. Three credits.

PO 155
Public Administration

The course focuses on the role of the bureaucracy within the political process, examining the problems of efficiency and accountability, and studying the classic models of bureaucratic organization and function in juxtaposition to the reality of bureaucratic operation. It analyzes proposed reforms to determine the viability of change. Three credits.

PO 161
The American Presidency

Participants study the role of the President in the political system, considering the origins, qualifications, and limitations of the office as the President functions as chief executive, legislative leader, and link with the Courts. The course examines obtaining presidential powers and the President's roles as party leader and politician as a means of evaluating presidential achievement of domestic and foreign policy goals. The course also reviews questions of reform. Three credits.

PO 162
United States Congress

This study of Congress within the context of the political system analyzes its constitutional powers, historical development, processes of recruitment, formal organization, committee system, social make-up, folkways, political leaders, and constituency and interest group influences, and considers its domestic and foreign policy outputs. The course also considers chances for reform and evolution. Three credits.

PO 163
Supreme Court I

This examination of the politics of the Supreme Court analyzes the relationship between the Court and the remainder of the political system; examines the Court's treatment of government power including commerce clause, taxing power, and relations between the branches; and emphasizes the political consequences of Court decisions. Three credits.

PO 164
Supreme Court II

This examination of the individual and the Court pays direct attention to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. It also examines the rights of accused persons and the 14th amendment equal protection, emphasizing the political implications of these decisions as well as the political environment in which the Court functions. Three credits.

PO 165
Political Parties, Interest Groups, and Public Opinion

This course examines various linkage models that describe representation of citizens by leaders. Moreover, it examines political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? The course considers these and other questions. This course meets the U.S. diversity requirement. Three credits.

PO 166
American Public Policy

This course examines the policy process in the United States by assessing a variety of contemporary policy issues. Students investigate different policy domains to uncover the politics and societal myths affecting different stages of the complicated policy process, paying special attention to people and institutions that formally and informally influence public policy in the United States, including media, elected officials, bureaucrats, consumers, private citizens, workers, political activists, corporations, interest groups, lobbyists, and political parties. Three credits.

PO 167
Media and Politics

This course examines the impact of the media on the American political system and, conversely, how government attempts to influence the media for its purposes, and implications of the electronic media for a democratic and informed society. The course pays close attention to the media's impact on national elections and analyzes the media as an agent of political socialization. Three credits.

PO 168
Politics of Mass Popular Culture
This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, political humor, and satire of American politics. Mass popular culture often serves as a regime-maintaining diversion. What values and political positions do organized sports in the United States convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? The course explores these and other questions. Three credits.

Internships and Independent Study Courses

PO 296
State Legislature Internship
Politics majors participate in the Connecticut General Assembly Legislative Internship Program, where students become acquainted with the legislative process by serving as aides to a legislator. Students complete a required research paper. (Prerequisites: 3.0 GPA, completion of PO 11 and two other politics courses, and departmental approval) Six credits.

PO 297
Washington Semester Internship
Politics majors work full-time as interns in a variety of public and private sector positions in the nation's capital, giving them the opportunity to experience governmental problems firsthand and apply what they have learned. Students earn nine credits for working as an intern, three for a course taken in Washington, D.C., and three credits for a major research paper. (Prerequisites: 3.0 GPA, completion of PO 11 and two additional politics courses, and departmental approval) 15 credits.

PO 298
Politics Internship
Politics majors gain firsthand experience working off campus in fields related to their major. Typically, an internship requires 10 to 12 hours per week on site. The internship requires a journal and a term paper. An on-site supervisor and a politics professor evaluate student work. (Prerequisites: 3.0 GPA, completion of three politics courses, and departmental approval) Three credits.

PO 398
Independent Study/Research
Upon request and by agreement with an individual professor in the department, a politics major may conduct a one-semester independent study on a defined research topic or field of study. (Prerequisites: 3.0 GPA, completion of PO 11 and two additional politics courses, and departmental approval) Three credits.

DEPARTMENT OF
PSYCHOLOGY

Faculty

Professors
Braginsky
Gardner
Primavera
Salafia

Associate Professors
Henkel
J. McCarthy, *chair*

Assistant Professors
Harding
Rakowitz

The Department of Psychology introduces students to the content and methods of the science of psychology. Students survey the foundations of the field, learn about statistics and experimental design, and have an opportunity to pursue specific interests through upper-level seminars, applied internships, and independent research. The department offers two majors, which prepare students for graduate study in psychology, neuroscience, medicine, law, education, social work, business, and similar fields. In addition, students with a degree in psychology are particularly well suited for any entry-level position that demands a solid liberal arts education. The department also offers a minor and presents significant background courses in many areas of psychology for majors in other fields.

Requirements

B.A. With a Major in Psychology

The curriculum for a 32-credit B.A. degree in psychology is:

Required Courses	*Suggested Time*
PY 101 General Psychology	Semester 1
PY 261 Biological Bases of Behavior	Semester 3 or 4
PY 263 Developmental Psychology for Majors	Semester 2 or 3
OR	
PY 264 Developmental Psychology for Majors Lab	Semester 2 or 3
PY 203 Statistics for the Life Sciences	Semester 3 or 4
PY 209 Research Methods	Semester 4 or 5
One additional 300-level course	Semester 7 or 8

Students must also complete four elective courses including one from each of the two groups listed below.

Group I

PY 248	Social Psychology for Majors
PY 251	Abnormal Psychology for Majors
PY 284	Theories of Personality

Group II

PY 250	Sensation and Perception
PY 265	Conditioning, Learning and Applied Behavior Analysis
PY 285	Cognitive Psychology

Recommended Courses

PY 248	Social Psychology for Majors
PY 250	Sensation and Perception
PY 251	Abnormal Psychology for Majors
PY 265	Conditioning, Learning, and Applied Behavior Analysis
PY 284	Theories of Personality
PY 285	Cognitive Psychology
PY 294-295*	Internship in Applied Psychology (Semester 7 or 8)
PY 298	Supervised Research
PY 398*	Independent Research Seminars (Anytime after PY 209)
PY399*	Theories of Psychotherapy

**Students must consult with a psychology faculty member prior to taking PY 294-295, PY 298, and/or PY 398 and PY 399. Students are allowed a maximum of two applied internships and one teaching internship. Students may take PY 398 only once.*

Core Course Recommendations

Mathematics: MA 121-122 in the first and second semesters is recommended. MA 17-19 also fulfills the core requirement for this major.

Science: Biology is strongly recommended.

Behavioral and Social Science: Majors must take social science courses outside of psychology.

B.S. with a Major in Psychology

The curriculum for a B.S. degree in psychology is:

Required Courses	*Suggested Time*
BI 170-171 General Biology	
CH 11-12 General Inorganic Chemistry I and II	
CH 211-212 Organic Chemistry I and II	
MA 121-122 Applied Calculus I and II	
PS 83-84 General Physics for the Life and Health Sciences I and II	
PY 101 General Psychology	Semester 1
PY 263 Developmental Psychology for Majors	Semester 2 or 3
OR	
PY 264 Developmental Psychology for Majors Lab	Semester 2 or 3
PY 203 Statistics for the Life Sciences	Semester 3 or 4
PY 261 Biological Bases of Behavior	Semester 3 or 4
PY 209 Research Methods	Semester 4 or 5
One additional 300-level course	Semester 7 or 8

Students must also complete four elective courses including one from each of the two groups listed below.

Group I

PY 248	Social Psychology for Majors
PY 251	Abnormal Psychology for Majors
PY 284	Theories of Personality

Group II

PY 250	Sensation and Perception
PY 265	Learning and Memory
PY 285	Cognitive Psychology

Recommended Courses

PY 248	Social Psychology for Majors
PY 250	Sensation and Perception
PY 251	Abnormal Psychology for Majors
PY 265	Conditioning, Learning, and Applied Behavior Analysis
PY 284	Theories of Personality
PY 285	Cognitive Psychology
PY 294-295*	Internship in Applied Psychology (Semester 7 or 8)
PY 298	Supervised Research
PY 398*	Independent Research Seminars (Anytime after PY 209)
PY 399*	Theories of Psychotherapy

**Students must consult with a psychology faculty member prior to taking PY 294-295, PY 298, and/or PY 398 and PY 399. Students are allowed a maximum of two applied internships and one teaching internship. Students may take PY 398 only once.*

Core Course Recommendations

Mathematics: MA 121-122 in the first and second semesters is required.

Behavioral and Social Science: Majors must take social science courses outside of psychology.

Minor in Psychology

For a 15-credit minor in psychology, students in other majors

- complete PY 101 General Psychology and
- complete four additional psychology courses (two of these courses also fulfill the behavioral and social science core requirement).

Students contemplating a minor are urged to consult with a member of the psychology faculty regarding course choices.

Course Descriptions

PY 101
General Psychology
This course introduces the science of mental processes and behavior by addressing a range of questions including: How is brain activity related to thought and behavior? What does it mean to learn and remember something? How do we see, hear, taste, and smell? How do we influence one another's attitudes and actions? What are the primary factors that shape a child's mental and emotional development? How and why do we differ from one another? What are the origins and most effective treatments of mental illness? Three credits.

PY 132
Introduction to Industrial/Organizational Psychology
This course introduces the field, contributions, and methods of industrial/organizational psychology. It covers the history of this branch of applied psychology and the psychologist's role, along with other scientist-practitioners concerned with the world of work, in developing and maintaining human work performances and work environments. The course explores current concepts and methods in several specialties within this field: personnel, organizational behavior and development, counseling, labor relations, consumer, and engineering/ergonomic psychology. Topics include recruitment, selection, training and development, and appraisal of individuals and groups; development and change of organizational cultures; and relations between organizations and their stakeholders. The course emphasizes the unique contributions of psychological science to understanding human work skills, interests, attitudes, motivations, satisfactions and stresses; work careers, management, leadership, communication, group processes, and organization. Three credits.

PY 138
Psychology and the Law
Implicit psychological assumptions about human behavior and how it should be controlled form the basis for the legal system, particularly our criminal justice system, from its code to its enforcement. This course examines those assumptions in light of current psycholegal theory and research. It covers the treatment of traditional psychiatric populations (the mentally ill, mentally retarded, homeless) by the justice system in contrast to that received by normal people; clinical issues such as the insanity defense, predicting dangerousness, the validity of psychiatric examinations and lie detectors; and jury selection, eyewitness testimony, decision-making, sentencing, and parole. Three credits.

PY 148
Social Psychology for Non-Majors
This course surveys the major areas of concern in social psychology, emphasizing current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. Students who have taken PY 248 may not take this course. Three credits.

PY 151
Abnormal Psychology for Non-Majors
This course introduces students to the field of abnormal behavior, presenting the classic behavior patterns in the classification system and discussing the possible causes and remediation of such. Students who have taken PY 251 may not take this course. Three credits.

PY 162
Psychology of Death and Dying
Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some topics include the funeral process, cultural differences, suicide, the hospice approach, end-of-life issues, and euthanasia. Three credits.

PY 163
Developmental Psychology for Non-Majors
The course encompasses a developmental psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth and emphasizing normal development. Students who have taken PY 263 or PY 264 may not take this course. Three credits.

PY 186
Group Dynamics
This course gives students a basic knowledge of the most important theories and research on groups. The course combines sociological and psychological perspectives to give a more integrated picture of the way groups function. Students make use of experiential as well as classroom methods of learning. Three credits.

PY 187
Applications of Industrial/Organizational Psychology
This course reviews selected issues in the characteristics and dynamics of contemporary organizations, and examines, in the context of such issues, contemporary applications and emerging needs for approaches, constructs, research, and methods in industrial/organizational psychology. The course examines the roles and contributions in this field in the context of issues and changes in workforce demographics, diversity, and motivations; regulatory and litigating environments; organizational ethics; organizational values and cultures; management and leadership; globalization; international alliances and competition; environmentalism and consumerism; and technological change. The course is open to students in any discipline related to the study of organizations in the world of work. (Prerequisite: PY 132) Three credits.

PY 203/BI 203
Statistics for the Life Sciences
This introductory course in statistical methodology and analysis includes descriptive statistics such as frequency distributions, central tendency, variability, and correlation as well as an introduction to probability, sampling theory, and tests of significance including the t-test, chi-squared, ANOVA, and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The lab complements the course by giving students supervised computation and problem-solving exercises using calculators and computers. Four credits.

PY 209
Research Methods in Psychology
Building on PY 203 Statistics, this course teaches students to read, evaluate, design, conduct, and report psychological research. The course emphasizes critical thinking and effective oral and written communication. Students work through several different research projects. (Prerequisites: PY 101, PY 203) Four credits.

PY 248
Social Psychology for Majors
This course surveys the major areas of concern in social psychology, emphasizing current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. Open to psychology majors only. Students who have taken PY 148 may not take this course. (Prerequisite: PY 101) Three credits.

PY 250
Sensation and Perception
How do we see, hear, touch, taste, smell? What about individual differences? This course deals with basic sensory mechanisms and with perceptual processing. Students examine color, depth, pattern, and motion perception and complete an integrative final project. Students may do service-learning to enrich their understanding of individual differences in sensation and perception. (Prerequisite: PY 101) Three credits.

PY 251
Abnormal Psychology for Majors
This advanced course in abnormal behavior offers an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines the biological and psychological antecedents of abnormal behavior. The course emphasizes oral and written analysis. Open to psychology majors only. (Prerequisite: PY 101) Three credits.

PY 261
Biological Bases of Behavior
Understanding the brain is one of the last and most challenging frontiers of science. Our brain functioning determines what we see, hear, know, think, or feel. Starting with the molecular and cellular machinery of neurons and the anatomy of the nervous system, the course proceeds through the neural basis of sensation, perception, memory, emotion, language, sexual behavior, drug addition, depression, schizophrenia, etc. The enormous strides made by neuroscience in the last several decades show every sign of continuing and increasing; this course provides the foundation upon which a thorough understanding of brain-behavior relationships can be built. Note: This course can be used by non-science majors to fulfill one of the core natural science requirements. Three credits.

PY 263
Developmental Psychology for Majors
Using a research-oriented approach, this course focuses on the principal themes, processes, and products of human development from conception through adolescence. Students who have taken PY 163 or PY 264 may not take this course. (Prerequisite: PY 101) Three credits.

PY 264
Developmental Psychology for Majors with Lab
Although the content of this course is identical to PY 263, it offers psychology majors the opportunity to participate in a laboratory experiential learning component in preschool Head Start class-

rooms. Specific hands-on assignments complement course material. Students who have taken PY 163 or PY 263 may not take this course. (Prerequisite: PY 101) Four credits.

PY 265
Conditioning, Learning, and Applied Behavior Analysis
Psychology is defined as the scientific study of behavior and mental activity; conditioning, learning, and applied behavior analysis focuses on how behavior and mental activity are formed and changed. This course first deals with the historical and philosophical roots of the study of learning, the major learning theories and supporting research, and the contemporary scene in theory and research, emphasizing applied behavior analysis – the application of learning principles to education, parenting, therapy, medicine, and everyday life – in the second half. Demonstrations, simulations, and brief experiments form part of the learning experience. (Prerequisite: PY 101) Three credits.

PY 271
Psychobiology Laboratory
This technique-oriented course provides training in the basic elements of small-animal brain surgery including aspirated lesions, stereotaxic procedures, behavioral testing, perfusion, and histological techniques. The course requires a written mini-neurobehavioral report. Four credits.

PY 284
Theories of Personality
The advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner broadens student understanding of the normal human personality in terms of theoretical structure, function, and dynamics, while enriching theoretical and historical understanding of the topic. (Prerequisite: PY 101) Three credits.

PY 285
Cognitive Psychology
How can we study the mind? This course surveys topics in cognitive psychology, including attention, memory, thought, imagery, language, problem solving, and decision making. Through lectures, readings, demonstrations, and exercises, students learn about how we think and about scientific explorations of the mind. (Prerequisite: PY 101) Three credits.

PY 290
Drugs and Behavior
This survey course discusses the psychopharmacological properties of the more significant drugs used for research and by society in general. Drug classes include alcohol and nicotine, depressants and stimulants, tranquilizers, opium derivatives, and hallucinogenic compounds. The course emphasizes drug action sites in the central nervous system as well as behavioral alteration in the controlled and uncontrolled environments. Three credits.

PY 291
Cognition, Race, Culture, and Identity
Racism, sexism, classism, and their attitudinal and behavioral corollaries, bias, prejudice, and discrimination are characteristics of American culture that have plagued society and compromised America's democratic ideals throughout its history. The course explores the notion of race as a social construct and the development of individual cultural and racial identities, as well as ethnocentrism, racism, and ways to counter racism. All cognition takes place in the context of culture. The course explores the influence of culture on cognition, between people in monocultural race/ethnic groups and within bicultural groups. An experiential component offers multicultural exposure. This course meets the U. S. diversity requirement. Three credits.

PY 294-295
Internship in Applied Psychology
Senior psychology majors gain practical, career-related experience in a variety of supervised field settings through the internship program. Student interns choose from a wide selection of placements in traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Intern placements in related disciplines include human factors engineering, human resource development, advertising, and public relations. Internships emphasize the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified supervisors. Interns spend a minimum of 10 hours per week in on-site work and complete the required academic component specified by the faculty coordinator. (Prerequisites: Completed application form, acceptance by the field placement supervisor, and approval by the psychology department's internship program director) Three credits.

PY 296-297
Internship in the Teaching of Psychology
This practicum experience, open to advanced psychology majors, affords students an opportunity to explore teaching psychology as a profession. Under the direct supervision of the professional staff of the department, students engage the issues of curriculum development, methods of classroom instruction, selection and use of media resources, test construction, and strategies for the academic and practical motivation of students. Interns observe participating faculty engaged in the profession of teaching, share in some instructional activities, and meet with other interns in a seminar format to process the learning experiences. (Prerequisite: permission of instructor) Three credits.

PY 298
Supervised Research
The course provides research training experience in a supervised setting in which students work closely with a faculty mentor on various research projects. Such work may include assisting in designing and running lab research, data analysis, field experience, and library research. This hands-on experience enhances students' understanding of issues in research design and analysis, and prepares them for more advanced research opportunities should they choose to pursue them (e.g., independent research). Student researchers are expected to spend a minimum of 10 hours per week in their faculty mentor's lab. (Prerequisites: PY 101, PY 209, and permission of instructor) Three credits.

PY 300
Modern Psychology: History and Current Issues
This seminar introduces students to the major historical perspectives in psychology; encourages critical thinking and the generation of creative ideas; and helps students engage in thoughtful questioning of the theory and knowledge base that constitutes the science of psychology. Three credits.

PY 363
Psychosocial Problems of Childhood and Adolescence
This course examines the problems and deviations in development in childhood and adolescence that commonly cause concern in a child's social environment of family, peers, school, and community. The course examines theories, research, remediation, and prevention of children's psychosocial problems, with an emphasis on evaluating problems in psychosocial functioning within an ecological context and on using knowledge from developmental theory and research to minimize or prevent their occurrence. Open to juniors and seniors. (Prerequisites: PY 163 or PY 263 and permission of instructor) Three credits.

PY 365
Human Factors Engineering
Human factors engineering, or ergonomics, is an interdisciplinary field that attempts to optimize the relationship between technology and humans. Technology includes virtually any aspect of today's highly mechanized and computerized environments. Thus, while human factors specialists frequently devise methods to maximize efficiency in human-machine systems, they also design safe and efficient workplaces, homes, offices, or other areas where humans must live and work. This course examines the integration of many aspects of psychological science, including perception, learning, motivation, cognition, and human performance, required by this field. Three credits.

PY 395
Seminar on Aging
Students explore multiple aspects of aging and aging people in a seminar that blends reading with community experience and reflection. The course discusses the psychological and physiological causes and consequences of aging from a variety of perspectives. Students explore an aspect of aging and present it to the seminar as an independent final project. (Prerequisite: PY 101) Three credits.

PY 396
Special Topics in Psychology
In this seminar, students undertake an in-depth study of a current topic in psychology, using mostly primary sources. Coursework emphasizes discussion and writing. For psychology majors only; open to juniors and seniors. Three credits.

PY 397
Human Neuropsychology
Brain damage provides us with a unique window on the mind. Accordingly, this course emphasizes the clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and psychologically based approach to brain functioning. In addition, it represents a profoundly practical and applied discipline based upon real people with real psychological problems. (Prerequisite: PY 101 or BI 15-16) Three credits.

PY 398
Independent Research
This course involves a limited number of upper-division students (usually seniors) in all aspects of an advanced research project. Students must obtain the consent of the professor with whom they will work prior to registering for this course. Frequently a research proposal is required prior to acceptance into this course; early planning is essential. Four credits.

PY 399
Theories in Psychotherapy
This course explores similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. The course covers traditional psychoanalytic techniques and more recent innovations. (Prerequisite: permission of instructor) Three credits.

Radio

(see New Media Film, Television, and Radio)

DEPARTMENT OF RELIGIOUS STUDIES

Faculty

Professors
Benney
Davidson
Dreyer
Humphrey
Lakeland, *chair*
M. Lang
Thiel
Umansky

Associate Professors
Dallavalle
Hannafey, S.J.

Lecturers
Burns, *emeritus*
Gorman
Haire
Prosnit

The Religious Studies curriculum presents a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, students can select from a variety of courses exploring specific religious themes – scripture, spirituality, ethics, the problem of faith, etc.

Students, with or without a faith commitment, have the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

Students may take courses offered by the Religious Studies Department as part of the required core curriculum, as electives, or as part of a minor or major program in religious studies under the direction of a departmental advisor.

Core Curriculum Options

Area III of the core curriculum, described on page 21 of this catalog, requires students to take a minimum of two religious studies courses. RS 10 Introduction to Religious Studies must be taken by all students. Students select the second required course based on their interests, keeping in mind that it may not be a second section of RS 10. A third course may also be chosen in religious studies to complete the five-course requirement of Area III.

Requirements

Students interested in a minor, a major, or a double major should contact the religious studies department chair.

Religious Studies Major

For a 30-credit major in religious students, students:

- complete RS 10 Introduction to Religious Studies,
- complete no more than seven courses at the intermediate (100 to 200) level, and
- complete no fewer than two courses at the advanced (300) level.

Credits earned as a religious studies major satisfy the requirements of the core curriculum.

In a comprehensive program of studies, certain areas of concentration are possible, such as Jewish and Christian history, religion and society, Christian theology, scripture studies, ethics, Roman Catholic studies, and Asian religions. The department encourages majors to pursue independent study in their senior year.

Religious Studies Minor

For a minor in religious studies, students complete a minimum of 15 credits in religious studies courses. Courses taken toward a minor satisfy the requirements of the core curriculum. Through consultation with a departmental adviser, religious studies minors may structure programs of study that complement their major fields of study.

Course Descriptions

RS 10
Introduction to Religious Studies

This introduction to the religious achievements of humanity considers the meaning and aims of religion and its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines, and histories of various religions. The course is offered in sections that each focus on a different aspect of religious achievement. Section subtitles and descriptions follow. Three credits per section.

- *Religion and the Critical Mind:* This section offers a comparative analysis of several understandings of religion – its nature, function and purpose – presented in the works of well-known scholars. Through an in-class conversation with these scholars through their writings and in multimedia presentations, students develop a thoughtful, critical appreciation of religion and its role in human life.

- *Religion, Culture, and Community:* This section explores the role of religion in human culture and community through three test cases: Christianity's movement from a community of believers to a religious institution, the experiences of women in the religions of the world, and the phenomenon of American civil religion.

- *Asian Religions:* This section examines the basic religious systems of India and China, including their fundamental differences, performative functions, and worldviews. The course evaluates Euro-American theories of religion in light of Asian religious expressions. This section of RS 10 meets the world diversity requirement.

- *The Search for the Just Society:* This section investigates the religions of Judaism, Christianity, and Islam by focusing on the understandings of a just society that is woven into their central beliefs.

- *A Model of Religion and Religions:* This section offers a description of the human condition, disclosing the limits and absurdity to which religions respond. The course describes the ways people come to religious faith and the consequences of their commitment in a model that is applicable to many religions.

- *Prophecy and Mysticism:* This section focuses on the two fundamental drives of religious sensibility, namely, the urge toward unity with the holy and the concern to make a difference in the world.

- *Religious Autobiography:* This section considers the themes, issues, and methods of religious studies through a reading of first-person narratives from several religious traditions, and engages students in the task of writing their own religious autobiographies.

- *Jerusalem as a Metaphor for the Faith of the West:* This section examines the faith traditions of Jews, Christians, and Moslems in contemporary Jerusalem in order to appreciate the richness of their religious heritage and to understand the problems that continue to divide them.

- *Christianity and Buddhism:* This section examines different kinds of religious experience, doctrine, and practice through a comparison of the Western tradition of Christianity and the Asian tradition of Buddhism.

- *Christianity and Islam:* This section considers major themes of religious thought and practice in Christianity and Islam. Through the study of scripture, religious texts, autobiographical writings, and film presentations, the course examines concepts and images of God, the human person, evil and human suffering, and the experience of the transcendent in these two religious traditions. Drawing on these themes, the final project engages students in the writing of their own religious histories.

- *Issues in Religion:* This section examines some of the classical themes in the study of religion. Topics include religion as a search for meaning; how extensively religions differ in their beliefs; the truth in religion; strange beliefs and practices and what they might mean; critiques of religion; and the religious imagination in many expressions.

- *Signs of the Sacred:* This section engages students in a study of the primary building blocks that make up religion in its theoretical and practical dimensions. In addition to learning about the various methods employed in the study of religion, students gather, analyze, and interpret data from a variety of sources such as interviews, attendance at rituals, reading, discussion, and group projects.

RS 100
Introduction to Judaism

This course examines Jewish faith and community from the biblical period through the present, paying particular attention to the concepts of God, revelation, religious authority, divine election, and personhood; the celebration of holidays and observances; contemporary religious movements; and organizations and institutions that continue to support Jewish life. Three credits.

RS 101
History of the Jewish Experience
The course examines the origin and development of Judaism and the Jewish people. It begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview introduces the Jewish religion, its history, and development. Formerly listed as RS 100. Three credits.

RS 115
Introduction to Catholicism
This introduction to the beliefs, doctrines, ideas, and practices that shape the unity and diversity of the Catholic tradition explores theological, devotional, and spiritual forms of expression in their historical and cultural contexts in order to appreciate the particularity of Catholic themes. The course also considers how these themes engage contemporary Catholic life and exercise an influence on the wider culture. Three credits.

RS 112
The Problem of God
This historical and theological examination of the Christian doctrine of God pays special attention to the problematic aspects of the development of this doctrine through the ages, exploring this development in biblical sources; patristic, medieval, Reformation, and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God. Three credits.

RS 117
Jesus Christ Yesterday and Today
A systematic treatment of the person and work of Jesus Christ, this course examines different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments. Three credits.

RS 122
Grace and the Christian Life
This course develops a theology of the everyday life by examining the themes in the New Testament, early monasticism, the Middle Ages, and the Reformation. The course then surveys current explorations of grace, holiness, and the working life, drawing from the insights of psychology and gender studies and attending to concerns for economic and social justice. Three credits.

RS 123
The Church
A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology, this course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils. Three credits.

RS 126
The Sacraments in Christian Life
A theological investigation of the sacraments as the source of Christian character, involvement, and witness, this course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; baptism, confirmation, and penance as sacraments of reconciliation; and considers special sacramental questions. Three credits.

RS 150
Jewish Interpretations of Scriptures
This course explores ways in which Jews have understood the Hebrew Bible from the first centuries of the Common Era through today. Focusing on specific biblical texts, the course draws interpretations from early classical, legal, and non-legal rabbinic material; medieval commentaries and codes; mystical literature; and modern literary, theological sources. Three credits.

RS 162
The Good News of the Gospels
This course examines the Gospels of Matthew, Mark, Luke, and John according to contemporary exegetical and literary methodologies. The course examines and compares the theological positions of early Christianity as represented by each writer and by other early Christian gospels. Three credits.

RS 170
Theological Ethics: The Foundations of Virtue
Ethicians have long realized that a proper understanding of moral character requires a right view of the fundamental human experiences known as the passions – hope, despair, anger, love, and hate. This course initially presents a brief historical overview of various thinkers' reflections on these human qualities, drawing on scientific and philosophical investigations of affectivity. Building on this introductory material, the course considers the moral life from a theological perspective, discovering how theology attempts to define a framework for understanding the affective life's relation to virtue, and how attention to the affective life in turn profoundly influences theological anthropology. Three credits.

RS 172
Contemporary Morality: Basic Questions
This course introduces the fundamental concepts in moral theology, drawing on major traditions in contemporary Christian thought. The course examines the moral foundations of conscience, freedom and responsibility, virtue and character, and methods of moral decision-making. To deepen the study of basic questions in Christian moral-

ity, the course concludes by examining selected applied issues in contemporary morality. Three credits.

RS 175
Contemporary Moral Problems
This theological examination of contemporary moral problems considers selected ethical issues in contemporary society and leading approaches to moral decision-making. The course investigates moral problems such as euthanasia and physician-assisted suicide, the death penalty, violence and just war theory, bioethics, sexual and reproductive ethics, global poverty, environmental ethics, and issues in business and legal ethics. Three credits.

RS 197
Evil
This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? Three credits.

RS 203
Women in Judaism
This course examines ways in which women have understood and experienced Judaism from the Biblical period through the present, drawing on historical writings, novels, theological essays, and films and giving particular attention to the traditional religious roles and status of women, the many ways in which women have understood Jewish self-identity, and recent feminist efforts to re-evaluate and transform contemporary Jewish life. Formerly listed as RS 103. Three credits.

RS 204
Voices of Medieval Women: Silent No More
As scholars work to recover the history of women in the Western Christian tradition, they are discovering that medieval women were neither as silent nor as invisible as previously thought. In this class, students read and interpret the works of select medieval women in a critical yet appreciative way. Students gain familiarity with recent discussions on women's spirituality; a mastery of methods used in the critical analysis of medieval texts (that date from approximately 200-1500); a basic understanding of the social and historical context of these texts; a grasp of the texts' religious content and meaning; and analyze how this material might be relevant to contemporary interests and concerns. Three credits.

RS 205
Selected Topics in the Catholic Tradition
This course examines particular themes, events, or individuals in the Catholic tradition, with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. The course includes close reading of primary sources; the subject matter changes from semester to semester. Students should consult the University registrar's listing of new courses to determine the specific material treated when the course is offered. Formerly listed as RS 105. Three credits.

RS 207
The Reformation Era
Participants study the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counterreformation. Formerly listed as RS 107. Three credits.

RS 220
Contemporary Christian Anthropology
This course rests on the premise that religion and culture create tools for thinking about what it means to be a self. The course considers the value of process models for understanding Christian suppositions about the nature of the human person and for investigating how human work and play, love and sexuality, and suffering and death contribute toward defining a Christian view of the self. Formerly listed as RS 120. Three credits.

RS 224
The Papacy
This survey of the Roman Catholic papacy, generally focuses on a single figure, theme, or period, and places that figure, theme, or period within the larger historical, cultural, and ecclesial context. A significant part of the course treats theological issues, using as texts either papal writings, significant encyclicals, or conciliar statements and actions. The course also includes a critical assessment of the role of the papacy within the Roman Catholic Church and a consideration of the role of the papacy in interreligious dialogue and world affairs. Formerly listed as RS 124. Three credits.

RS 232
Theology and the Problem of Culture
This course offers a theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the

course pursues a historical and constructive study of two divergent directions in modern theology: cultural theology and the theology of culture. The course investigates this typology in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II. Formerly listed as RS 132. Three credits.

RS 235
Liberation Theology
This course analyzes contemporary theological movements that emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length the development of the Latin American theology of liberation and examines its theological principles, tracing the influence of this theological outlook on other Third World theologies and on North American and European theological reflection. The course proceeds to a constructive proposal for a contemporary political theology. This course meets the U.S. diversity requirement. Formerly listed as RS 135. Three credits.

RS 236
African-American Religious Strategies
This course takes a historical and theological journey through various religious strategies and practices employed by African-Americans during the last 300 years, focusing on those particular strategies that explicitly defined themselves as religious. The course traces the development of the major Black religious strategies: religious nationalism (Malcolm X, David Walker), existentialist liberationists (Nat Turner, Gabriel Prosser), prophetic Christianity (Martin Luther King Jr., Marcus Garvey), priestly Christianity (Richard Allen, Sojourner Truth), Black mysticism (Howard Thurman), and sectarianism (Daddy Grace, Father Divine). The course evaluates each, based on their starting-points, conceptions of ritual, and notions of God. Three credits.

RS 237
Christian Feminist Theology
Participants examine some of the key issues being raised in religion by contemporary feminist thinkers. After a brief examination of the history of patriarchy in the Christian tradition and earlier responses by pre-modern feminists, the course considers issues such as feminist methodology, feminist perspectives on traditional Christian doctrines of God, creation, anthropology, Christology, and eschatology. The course concludes with a discussion of the nature of authority and an examination of a feminist theology. This course meets the U.S. diversity requirement. Formerly listed as RS 137. Three credits.

RS 238
American Catholic Theologians
This lecture/reading course gives students insight into the modern development of Catholic theology in America and what makes it specifically American. Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson. Formerly listed as RS 138. Three credits.

RS 239
Lay Perspectives on Christian Spirituality
This course examines the foundations and elements of a spirituality of everyday life from a lay perspective. It considers issues related to the spirituality of university life and to one's broader, future developmental calling on personal, spiritual, and professional levels. Themes of the course include historical overview of Christian spiritual traditions; key theological foundations such as creation, incarnation, doctrine of the Holy Spirit, grace, priesthood of all believers, action, and contemplation; exploration of the practical implications of such a spirituality; and reflection on action for justice. Three credits.

RS 241/SO 151
Sociology of Religion
For this course description, see SO 151 in the sociology section of this catalog. Three credits.

RS 242
Jews and Judaism in America
What has it meant and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct though by no means homogeneous religious and ethnic group in American society. This course explores the religious, cultural, social, economic, and political diversity among American Jews as well as distinctive beliefs, concerns, and experiences that continue to unite them. The course gives special attention to issues concerning immigration, acculturation, gender, and Black-Jewish relations. Three credits.

RS 244
Faith After the Holocaust
The course examines the complexity and horror of the Holocaust and its contemporary historical, moral, theological, and political implications. Was the attempted annihilation of European Jewry a historical aberration in German politics or did it represent an eruption of psychic, social, and religious malignancies embedded in Western civilization? Was the Holocaust unique? Could it have been prevented? And, in light of the Holocaust, what does it mean to speak of faith, either in God or in humanity? Formerly listed as RS 144. Three credits.

RS 251
Old Testament/Hebrew Scriptures
This course investigates the religious perspectives of the major biblical units, Torah, prophets,

and writings as they embody themes that define Judaism and Christianity, employing all contemporary methods of biblical criticism. This course helps students define a form of spirituality from an understanding of these classic texts. Three credits.

RS 254
Prophetic and Apocalyptic Voices
This course studies the major prophetic voices of the Hebrew and Christian scriptures, concentrating on each prophet's unique vision of God and of the requirements of justice. The course blends these themes with the later apocalyptic consciousness, which demands rectification of the wrongs of hatred and injustice, and offers hope for a better future. Three credits.

RS 257
From Judaism to Christianity
The course explores Christianity's emergence from an evolving Judaism during a historical period when Greek influence was intense, factions struggled for ascendancy, and new forms of literature captured the prevailing moods. Study begins with the Maccabean movement (167 B.C.E.) and traces the pattern of events and thought to the year 90 C.E. by examining the culture and distinctive literature of that period. The course studies the teachings of Jesus and those who followed him, understood in this cultural context, through the gospels they produced, giving particular emphasis to the study of the gospel of Luke as reflective of a new openness to the gentiles of the contemporary Greco-Roman world. Formerly listed as RS 157. Three credits.

RS 260
The Writings of Paul
This course examines the texts and recurring themes of the writings attributed to Paul, with particular emphasis on Paul's treatment of ethical situations, community, and religious experience. Formerly listed as RS 160. Three credits.

RS 264
The Writings of John
This course examines the text of the gospel and epistles attributed to John, placing particular emphasis upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness. Formerly listed as RS 164. Three credits.

RS 266
The Reinterpretation of the New Testament
This introduction to the critical study of the New Testament and its Christologies reviews the varying titles for Jesus, comparing them with the original Jewish or Greek usage. The course considers the process of reinterpretation of Jesus in the New Testament as a possible model for interpretation today. Three credits.

RS 276
The Morality of Marriage in Christian Perspective
This course explores marital commitments by exploring the many phases of partnership – courtship, marriage, intimacy, parenting, death – and the specialized skills or virtues these phases require. The course considers questions such as: What kinds of communities, especially faith communities, support marital commitments? What are the forces of society and culture that might threaten them? How might vices, such as physical or sexual abuse, alcoholism, and addiction, erode commitments? The course concludes by assessing how virtuous families might promote peace and justice, and developing an integrated theological account of the moral project we call marriage. Formerly listed as RS 176. Three credits.

RS 280
Morality and Law
This course examines the relationship between law and morality, of rights and justice, with illustrative reference to special topics such as racism; sexism; and political, business, and communication ethics. Formerly listed as RS 180. Three credits.

RS 281
Religious Values and Public Policy
This course explores various understandings of religious values, the public policy process, and the interaction of these values and policies in American public life. While the course deals primarily with Catholic and Protestant religious traditions, it notes the contributions of other religious traditions to particular policy concerns. Issues pertaining to the religion clauses of the First Amendment form a central focus. To underscore the diverse connection between religious values and public policy, the course also considers wider issues of religion, personality, and culture. Formerly listed as RS 181. Three credits.

RS 282
Catholic Social Teaching
This course examines the modern teachings of the Catholic Church on peace and justice; Christian/humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order. Formerly listed as RS 182. Three credits.

RS 287
Hinduism
This course introduces the seminal texts, concepts, and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva, and the Goddess; and Gandhi's philosophy of non-violent

action. The course views Hinduism as a historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition. Formerly listed as RS 187. This course meets the world diversity requirement. Three credits.

RS 288
Buddhism

This course explores the Indian Buddhist tradition, from its beginning in the life of Shakyamuni Buddha through the present revival of neo-Buddhism in the activism of oppressed classes. The course considers the early formative ideas of the Buddha – the Awakened One – as they unfold in the course of Indian history and society, and discusses Buddhist meditation and philosophy as procedures devised to elicit the awakened state. Using written and visual works, the course examines developments in Buddhist religious orders, lay social life, and the rise of the Great Vehicle tradition. Art and archaeology provide a context for Buddhism's compelling missionary activity throughout Central and Southeast Asia. Formerly listed as RS 188. This course meets the world diversity requirement. Three credits.

RS 290
Religions of China

This course primarily investigates the indigenous religious expressions of China: Confucianism, Taosim, and Chinese popular spirit observances. It also covers those forms of Buddhism that are properly Chinese, such as Ch'an, Pure Land, and Buddhist millennialism. The course surveys sources from the earliest oracle bone inscriptions to modern communist literature including modern ethnography and the testimony of no-Han minorities of China. Sacred sites and mountain pilgrimage are important dimensions to the study. This course meets the world diversity requirement. Three credits.

RS 291
Religions of Japan

The course explores the forms of religion that are indigenous to the islands of Japan, especially Shinto and related forms of spirituality. It considers the Japanese adoption of Confucianism and Buddhism in light of Japanese nativistic responses and adaptations, and only investigates their schools where they represent substantial Japanese innovations, as in Tokugawa Confucianism or Soto Zen Buddhism. The course presents syncretist religions, especially the traditional Shugendo, and the new religions of the 19th and 20th centuries in terms of continuities and discontinuities, and considers the consequences of the Christian century (1543-1639) and the Meiji restoration. This course meets the world diversity requirement. Three credits.

RS 292
North Pacific Tribal Religion

This course investigates the varieties of religious expression found in the hunter-gatherer and semi-pastoralist societies of the Northern Pacific Rim and the steppe areas adjacent to it – Siberia and the American Great Basin/Great Plains – giving particular attention to myths, hunting rituals, tribal rites of passage, renewal rituals, and the specific functions of religious objects. The course explores shamanic structures, spirit communication, and visionary institutions in some depth, and discusses modern transformations of tribal religion in these areas. Formerly listed as RS 192. This course meets the world diversity requirement. Three credits.

RS 293
Non-Traditional American Churches

This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. Students develop and defend criteria to evaluate nontraditional forms of "church" that have resulted from this freedom. After reviewing the origin, history, and beliefs of the major non-traditional churches established by Americans, the course explores the development of American evangelism and its impact on modern society through the "Electronic Church." Formerly listed as RS 193. Three credits.

RS 294
Religion and Psychology

This course examines topics of concern to the fields of psychology and religious studies such as the formation of a personal and communal identity, alienation and guilt, individuality and change, and dependence and freedom. The study considers how psychological understandings interact with personal religious beliefs to form patterns of meaning for the individual. Formerly listed as RS 194. Three credits.

RS 295
Non-Traditional American Religious Groups

This course develops a critical sense regarding the nature of religion as experienced in pluralistic America by investigating a number of groups that illustrate the diversity of religious experience in America such as The Mighty I Am, Jonestown, Morningland, and Theosophy. Students formulate criteria for judging the authenticity of religious movements through an analysis of these examples. Formerly listed as RS 195. Three credits.

RS 296
Saints and Sinners: Images of Holiness in Contemporary Fiction

This course examines the complexity of current understandings of what it is to be holy. It begins with a brief consideration of traditional models of holiness. It turns next to several influential theories of spiritual growth, and then, in the light of these theories, looks at a series of 20th-century novels that examine the idea of holiness. Authors vary but include Georges Bernanos, Shusaku Endo, Mary Gordon, Graham Greene, David Lodge, Flannery O'Connor, Gloria Naylor, Muriel Spark, and Jean Sulivan. Formerly listed as RS 196. Three credits.

RS 298
Religious Values in Film
This course focuses on the search for meaning in human life as experienced and depicted in 12 films by distinguished filmmakers. The first six films mirror this search in personal life, asking in various ways whether we are isolated and alone or linked and dependent on others. They also grapple with the problem of evil and the experience of salvation. The second six films concern themselves with the meaning of life in society. In different historical contexts they ask whether the universe is indifferent or friendly to our community building, and raise the problem of God and the religious significance of secular achievement. Formerly listed as RS 198. Three credits.

RS 299
The Classic: Truth in Religion and the Arts
This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do classics lay claim to and how do they embody it? The course compares secular and religious classics before investigating the value of the model of the classic in the process of doing theology. Formerly listed as RS 199. Three credits.

RS 301
Independent Study
Students, in consultation with a department director, define their course of study. Three credits.

RS 340
Modern Jewish Theology
This course explores ways in which selected 19th- and 20th-century Jewish theologians (Buber, Rosenzweig, Heschel, Hartman, Fackenheim, Blumenthal, Greenberg, Plaskow) attempt to meet challenges of faith and Jewish self-identity. Topics include the nature of the covenant, the role of human autonomy, liturgical images of divinity, and faith after Auschwitz. Formerly listed as RS 240. Three credits.

RS 350
The Quest for the Historical Jesus
This course examines the increasingly public debate over whether an adequate basis exists for reconstructing a description of the life of Jesus of Nazareth. It examines the evidence available from all sources, the criteria by which that evidence has been interpreted, and the resulting, often contradictory, portrayals. The course also discusses the relationship between this "historical Jesus" and the subsequent faith tradition of Christianity. Three credits.

RS 360
Religious Studies Seminar
This seminar offers an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment requires the permission of the instructor. Formerly listed as RS 260. Three credits.

RS 388
Buddhist Meditative Traditions
The course explores the elite practice of the Buddhist tradition – the cultivation of various meditative states. It seeks to place this behavior accurately in the social fabric of Buddhist institutions. To that end, it investigates the three most representative Buddhist meditative traditions: the Vipasyana system of early Buddhism, carried on by the Theravada of southeast Asia; the Ch'an tradition of China, Korea, Vietnam, and Japan; and the esoteric Buddhist system of India, Tibet, and Japan. As time allows, the course investigates "the association of these traditions with specific sites, amulet practices, and other sacred systems. Three credits.

RS 389
Seminar on Tibetan Religions
An examination of the forms of religious expression found on the "Roof of the World," the course investigates the rise and development of Tibetan Buddhism as well as the indigenous forms of religious expression found in Tibet proper and in the Tibetan cultural areas in China, Bhutan, Sikkim, Nepal, and India. Topics include revealed scripture, village religious culture, monastic systems, the Tibetan theocracy, the institution of religious incarnation, and the sectarian divisions within Buddhism and the Bon religion. This course meets the world diversity requirement. Three credits.

RS 390
Major Seminar
This seminar offers religious studies majors an in-depth investigation of a significant figure, issue, or problem in the discipline. Three credits.

Russian

(see Modern Languages and Literatures)

PROGRAM IN
RUSSIAN AND EAST EUROPEAN STUDIES

Faculty

Director
McFadden *(History)*

Faculty Working Group
Beal *(Physics)*
Buss, Miners, Nantz *(Economics)*
Chepaitis *(Information Systems)*
Dew *(Politics)*
Eliasoph *(Art History)*
Garvey *(English)*
Kidd *(International Studies)*
Pichlikova *(Russian and East European Studies)*
Sommer *(Russian)*

The end of the Cold War, along with the collapse of the Soviet Union and communist regimes in Eastern Europe, offers a unique opportunity to take a fresh look at an old field: Russian and East European area studies. Formerly caught within the framework of the Cold War, new societies are emerging, struggling to come to grips with their pasts and forging their own unique futures.

The Russian and East European studies minor, an interdisciplinary program developed jointly by the College of Arts and Sciences and the Charles F. Dolan School of Business, offers students an opportunity, from a base major either in international studies or one of the disciplines, to develop a focus on this dynamic area of the world.

Requirements

To earn an 18-credit Russian and East European studies minor, students complete six three-credit courses. Five of these courses, from a range of seven disciplines, must be exclusively or substantially concerned with Russia and/or Eastern Europe. At least three different disciplines must be represented. The final course, RES 310 Capstone Seminar: Current Topics in Russia and Eastern Europe, is required of all minors in their senior year. This interdisciplinary seminar is team-taught by a rotating group of faculty from several disciplines.

Independent study and internships are encouraged, and can be substituted for any course with the approval of appropriate faculty and the program director. Students are also encouraged to apply for a junior semester or year abroad in Russia or Eastern Europe from a wide range of affiliated programs, including the Boston University Moscow internship program, the Consortium on International Educational Exchange, St. Petersburg language and culture program, and Fairfield's own program at St. Petersburg's Herzen University.

Courses offerings:

Russian Language

RU 11	Basic Russian I
RU 12	Basic Russian II
RU 101	Intermediate Russian I
RU 102	Intermediate Russian II
RU 121-122	Continuing Russian

History

HI 275	Russia's Road to Revolution, 1689 to 1917
HI 276	St. Petersburg in Russian History
HI 284	20th-Century Russia
HI 356	History of the Cold War
HI 385	Comparative Russian Revolutions

Visual and Performing Arts

AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia
RES 110	Introduction to Russian Culture

Economics

EC 230	Comparative Economic Systems

Finance

FI 397	Seminar in Finance: Investing in the Former Soviet Union

Politics

PO 249	Russia Seminar
RES 160	East European Seminar

English (Comparative Literature)

EN 266	The Russian Novel and Western Literature
EN 366	20th-Century Russian Novel

Religious Studies

RS 292	North Pacific Tribal Religion

Course Descriptions

RES 110
Introduction to Russian Culture
This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression, performance, and drama. Students revisit Russian painting, architecture, dance, music, and film at pivotal historical junctures, seeking to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism, and perestroika. Images serve as our principle gateway to the deeply religious cultural imagination that has never experienced Renaissance and Reformation. Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation, and transformation of multicultural and multiethnic input. Cross-listed under visual and performing arts as FA 110. Students are not permitted to take this course under both designations. Three credits.

RES 160
East European Seminar
Students in this seminar study, discuss, and review in writing a representative sample of political and philosophical documents, together with works of art and literature concerning the legacy of Communism and nationalism in Central and Eastern Europe. Participants discuss how these texts and images relate to current problems and difficulties, including the failure of what was formerly Yugoslavia to prevent ethnic warfare. Three credits.

RES 310
Capstone Seminar:
Current Topics in Russia and Eastern Europe
This interdisciplinary seminar, team-taught by faculty members from different disciplines, focuses on current and changing developments in Russia or Eastern Europe and covers culture, politics, business, and economics, enabling students to integrate their different disciplines in a case-study format. The course includes oral and written assignments in addition to a special seminar project, designed by students in close consultation with the instructors. Open to seniors only. Three credits.

RES 395
Internship in Russian and East European Studies
Candidates work a minimum of eight hours per week during the semester either for the Russian and East European Studies Program director, helping with publicity, coordination, and public events, or for an organization or business in the area doing work in Russia or Eastern Europe. Under the direction of a faculty member in Russian and East European studies, interns regularly report on their work and write an evaluation of the experience at the end of the summer. The internship is available only to juniors and seniors seeking a minor in Russian and East European studies. Three credits.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Faculty

Professors
Anderson
Hodgson
O'Connor, *chair*
Schlichting

Assistant Professors
S. Abbott
Crawford
Rodrigues, *internship coordinator*

Lecturers
Haldane
Martorella
Oliver
Penczer

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences an individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions that sociologists ponder.

Anthropology asks similar questions, while emphasizing cross-cultural, cross-disciplinary and longer-term perspectives. This discipline's comparative approach highlights patterns of similarity and difference among human groups and helps people understand their own practices and those of others in a broader cross-cultural context.

The department currently offers a major and a minor in sociology. Students majoring in sociology at Fairfield University begin their study by taking several fundamental courses that provide them with an understanding of the basic concepts and methodology of the field. Students build on this foundation by selecting from a wide variety of elective courses. Students are carefully and individually advised throughout their stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that ensure for the student intellectual fulfillment and a viable career.

All sociology majors and minors are urged to consult with the chair and other members of the sociology department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.

Requirements

Sociology Major

For a 30-credit major in sociology, students complete:

- SO 11 General Sociology
- SO 112 American Society
- SO 121 Statistics: Social and Political Data Analysis
- SO 222 Methods of Research Design
- SO 328 Sociological Theory I
- SO 329 Sociological Theory II
- an additional 12 credits in elective sociology and anthropology courses

Sociology Minor

For an 18-credit minor in sociology, students complete:

- SO 11 General Sociology
- SO 222 Methods of Research Design

OR

- SO 328 Sociological Theory I

an additional 12 credits in elective sociology and anthropology courses

Internships

Students may elect to take a three- or six-credit internship in addition to fulfilling the basic requirements of their major or minor.

Course Numberings

Course numbers have changed from prior catalogs; courses listed here, and those cross-listed in other departments, are not open to students who took them for credit under a previous number.

Course Descriptions

SO 11
General Sociology
This introduction to sociology provides students with a sense of sociology's orientation; its particular way of looking at human behavior in the context of people's interaction with each other. The course emphasizes the kinds of questions sociology asks, the methods it uses to search for answers, and how it applies the answers to problems of people's everyday lives and issues of social policy. Three credits.

SO 112
American Society
This course analyzes the dominant ideology and values that have shaped American culture – namely the Protestant ethic – and how and why these values are changing. The course also analyzes major institutional trends that have transformed and continue to transform America and the modern world – bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology – and the effects of these institutions in producing new personality types, mass society, and rapid social change. The course provides a macro-sociological framework. Three credits.

SO 121
Statistics: Social and Political Data Analysis
This course provides a basic introduction to the role of statistical analysis in understanding social and political data, with an emphasis on actual data analysis using the University's computer facilities. It uses an extensive social and political data archive including 1980 Census data, political polls, and national survey data for computer analysis. Four credits.

SO 142
Sociology of the Family
The family is a basic social institution of all societies. This course, which examines family systems as they exist in other cultures and in times past, focuses on understanding the contemporary American family system. Students consider American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging, as well as alternative life styles and family instability. Three credits.

SO 144
Sociology of Sexuality
This course explores the social construction of human sexual behavior, examining the influence of social institutions on sexuality, social responses to variations in behaviors, and the organization of sexual identities. Discussion topics include sexual orientation, transgenderism, sex work, the global sex trade, pornography, AIDS, and the law. Three credits.

SO 151/RS 241
Sociology of Religion
This course offers a combined theoretical and empirical treatment of the sociology of religion, the character of religious institutions, the relations of religious institutions with other institutions in society, and the internal social structure of religious institutions. It gives particular attention to the process of secularization in the modern world and the crisis this poses for traditional religion. Cross-referenced with RS 241. This course meets the U.S. diversity requirement. Three credits.

SO 161
American Class Structure
This course examines the roots and structure of class in the United States and the consequences of this hierarchical arrangement on everyday life. It focuses primarily on social class; however, the dynamics and consequences of social class cannot be fully understood without addressing the complex interconnections between class, race, and gender. This course meets the U.S. diversity requirement. Three credits.

SO 162
Race, Gender, and Ethnic Relations
This course analyses sociological and social psychological dimensions of race relations, ethnic interaction, and the changing role and status of women. It focuses on the American scene but also examines problems of women and minorities in other parts of the world and their importance for world politics. It also considers what sociologists and social psychologists have learned about improving dominant/minority relations. Formerly listed as Race and Ethnic Relations. This course meets the U.S. diversity requirement. Three credits.

SO 163
Urban/Suburban Sociology
This course explores the nature of the city and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; big-city politics, community control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis. Three credits.

SO 166/WS 101
Feminism, Gender, and Everyday Life
This course provides an introduction to the study of gender through a feminist lens. The central themes of the course are the changes and conti-

nuities of gender roles within the United States, the social processes that influence our gender identities, and the connections between gender, power, and inequality. The course addresses the ways in which the media, popular culture, work, and schools have been pivotal sites for the creation and maintenance of gender performances, and explores sites of resistance in art and activism. The course pays special attention to the ways in which race, class, and sexualities intersect processes of gender relations and social change. Three credits.

SO 167
Contemporary Media: Race and Gender
This course analyzes various forms of contemporary media, paying particular attention to issues of gender, race, social class, and sexualities. Topics include the political economy of media, cultural constructions of femininity and masculinity, the social production of race, feminist film criticism, colonialism, racial politics, sexual expression, and cultural identity. This course meets the U.S diversity requirement. Three credits.

SO 169
Women: Work and Sport
Sex and gender stratification exists in most areas of everyday life throughout American society. This course concentrates on women in the workplace and in sport. It analyzes women's occupational status and the accompanying roles from the colonial period to the present from a variety of theoretical perspectives including the biological, social learning, and feminist approaches. Since sport is a microcosm of society, the course treats the perceptions and experiences of female athletes in 20th-century America as a mirror of the inequality within the larger world. This course meets the U.S. diversity requirement. Three credits.

SO 171
Criminology
This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime; control of crime and the agencies of control; and the techniques of punishment and rehabilitation. Three credits.

SO 175
Sociology of Law
Based in the relationship of law and society, this course explores the meaning of law, civil disobedience, and other challenges, and law as an agent of social change. It takes as its major theme legal equality versus social inequality and analyzes this theme in terms of discrimination against the poor, women, and various racial groups. Students discuss the role of lawyers, the police, and the courts in American society in the second half of the semester. Three credits.

SO 183
Public Opinion and Polling
The course examines the construction and use of public opinion surveys, explores their impact upon the American political process, and examines in detail the role of public opinion in a democratic system of government. It uses archive data drawn from private polls and the Gallup and Harris polls to illustrate the polling process and as a background to the substantive issues discussed. Three credits.

SO 184
Population: Birth, Death, and Migration
Demography, the study of population, undergirds this course, which examines the causes and consequences of population change. The course addresses global population problems and those faced by the United States. Students analyze real demographic data during weekly demographic techniques sessions. This course meets the world diversity requirement. Three credits.

SO 191
Social Change in Developing Nations
This course examines the major societal changes occurring in developing countries, seeking answers to two basic questions: To what extent are the current modernization efforts of Third World nations comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing? Students complete a semester-long Web-based study of a particular country. This course meets the world diversity requirement. Three credits.

SO 192
Social Work: An Introduction
This overview of the social work profession emphasizes the knowledge base, theories, values, and skills that underlie generalist social work practice with individuals, groups, families, and communities. Students consider a range of social problems and social policy concerns as well as the impact of these issues on diverse client populations. The course also conducts a related exploration of the role of the social worker in agency settings and the various fields of practice. Three credits.

SO 193
Social Work:
The History of Social Welfare and Social Work
The course explores the development of the social work profession within the context of the evolution of social welfare in the United States, emphasizing the political, economic, social, and philosophical forces that have forged social welfare policy and helped shape the social work profession. Exploration of the importance of divisions in

American society regarding social justice and issues of class, race, ethnicity, and gender provide a framework through which to view current controversies such as welfare reform and the feminization of poverty. Three credits.

SO 222
Methods of Research Design
This course examines the nature and function of scientific methods as applied to the field of sociology, emphasizing survey research design and secondary analysis of existing data. Student teams design and conduct research projects as part of the course assignments. Open to majors only. (Prerequisite: SO 11) Four credits.

SO 279
Seminar: Criminal Justice System
This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion. Open to majors only. (Prerequisite: SO 171) Three credits.

SO 328
Sociological Theory I
This first of a two-course sequence in sociological theory concentrates on the writings of Marx, Durkheim, Weber, and Martineau, placing their theories in the context of the social, economic, political, and intellectual turmoil of the late 18th and early 19th centuries. The course includes a focus on the development of sociology as a discipline and the enduring concerns of the perspective. Open to majors only. (Prerequisite: SO 11) Three credits.

SO 329
Sociological Theory II
This second of a two-course sequence in sociological theory focuses largely on American sociology and its development during the 20th century, examining critical social theory, structural functionalism, symbolic interactionism, ethnomethodology, feminism, and social constructionism. Contemporary application is a central concern in the course. Open to majors only. (Prerequisites: SO 11, SO 328) Three credits.

SO 397-398
Field Work Placement
In this one- or two-semester internship program, students are placed in professional and service settings where they work under supervision and acquire experience in the area chosen for placement. In addition, they integrate their experiences with the intellectual foundation acquired in their academic courses. Open to majors only. Three or six credits.

SO 399
Independent Research
Upon the request and by agreement of an individual professor in the department, students undertake a one-semester independent study on a defined research topic or field. Three credits.

AY 110
Physical Anthropology and Archaeology
The study of natural selection, primate evolution, and living primate societies provides a baseline from which to study the evolution of the human species. The course also traces human cultural and social development from the foraging bands of the first humans to the civilizations that appeared at the dawn of written history. Students also examine physical variation among living populations. Three credits.

AY 111
Cultural Anthropology
Why is there such variety among the way members of human societies live, dress, speak, behave toward one another, and worship? This course explores the shared patterns of thought, behavior, and feelings – that is, the cultures – of a number of peoples and offers an explanation for the form they take and the differences between them. The course helps students develop a new perspective on the values and institutions of Western culture. This course meets the world diversity requirement. Three credits.

AY 120
Language, Culture, and Society
This broad exploration of anthropological approaches to the study of humankind's premier symbol system – language – includes the origins of spoken and written language, language change and variation through time and across space, the appreciation and analysis of language as a system (with examples from phonology, morphology, and syntax), ethnosemantics and the relations between language and thought in different cultures, and the sociolinguistic analysis of conversation and discourse with particular attention to issues of gender and inequality. Three credits.

AY 130
Societies and Cultures of Africa and Latin America
This course introduces the cultural anthropology of two very diverse regions of the world. Africa and Latin America/the Caribbean are continents with several distinct cultural heritages and a complex blending of the ancient and the modern. The course ranges broadly, exploring the ancient civilizations of each area, the cultural ecology that shapes human behavior and society there, the distinctive cultural patterns that characterize each, the historical and cultural linkages between these two regions, and the similarities and differences

in African and Latin American experiences with colonialism, capitalism, and development in an increasingly global system. This course meets the world diversity requirement. Three credits.

AY 140
Marriage in Cross-Cultural Perspective
This course explores marriage as a social and symbolic system, analyzing marriage practices in several ethnographic areas including Africa, Asia, Latin America, Oceania, Europe, and the contemporary United States. The course exposes students to a range of theoretical perspectives used in anthropology and guides students to an appreciation of how marriage systems participate in the construction and reproduction of kinship and gender identities, and relations of power, authority, and inequality. This course meets the world diversity requirement. Three credits.

AY 150
Societies and Cultures of Asia and the Pacific
This introduction to the cultural mosaic and social dynamics of Asia offers an ethnographic and cultural ecological survey of geographical Asia, focusing mainly on three regions: South Asia, mainland and insular Southeast Asia, and East Asia. In each region students explore the historical development of high civilizations, the transformation of society and culture through the era of colonial domination, and the rapid and profound changes affecting the regions as they modernize and articulate with a global economy. This course meets the world diversity requirement. Three credits.

AY 152
Islamic Societies and Cultures
This anthropological inquiry into a number of "Muslim societies," from Africa and the Middle East to Asia and the Pacific, investigates the cultural, ethnic, and linguistic diversity within these societies, while seeking to understand what they have in common with each other and with their non-Muslim neighbors. Three credits.

AY 160
Medical Anthropology
This course explores the social and cultural dimensions of illness, disease, healing, and health from a cross-cultural perspective. Topics include the relationship between biology and culture; the sociocultural causes and consequences of epidemics and pandemics; social inequality and health-related issues; how different cultures conceive of the body, health, and illness; shamanism and ethnopsychiatry; culture-bound syndromes; birth and reproduction cross-culturally; health and the life cycle; the cultural dimensions of the clinical encounter, especially in pluralistic societies; and aspects of the political economy of medicine in the United States. Three credits.

AY 163
Culture and Inequality
This course focuses on the concepts of "culture" and "inequality' – two terms employed to deal with "difference" in a range of intriguingly different, and morally charged, ways. The course explores recent work in anthropology, economics, and sociology using culture and/or inequality as a lens through which to view various issues in contemporary social theory. In the process, students work to discover what kind of lens culture and/or inequality provides, how our implicit understandings of these ideas shape how we think about the world, and how we might better use such ideas to do our thinking. Three credits.

AY 168
Women and Men:
The Anthropology of Gender
Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course explores the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics include the allocation of work, power, and prestige between men and women; the belief systems that legitimate gender roles; and some possible causes for the wide variation that exists among cultures. Three credits.

AY 180
Asian/American Communities
Among the fastest growing communities in the United States are those populated by people of Asian and Pacific Island ancestry, yet Asian-Americans are among the least understood of all immigrant groups. Using ethnography, literature, and film, this course explores the dynamics of specific Asian communities in the United States from the 19th century to today, giving attention to the cultural backgrounds and historical conditions from which they emigrated and the different Americas into which they moved. Among other themes, the course considers the culture and political economy of racism, gender and intergenerational relations, social networks and social mobility, and the creation of Asian-American identity. Three credits.

AY 199
Societies and Cultures of East Asia
This course surveys social and cultural patterns in the East Asian societies of China, Japan, and Korea. The lectures and readings provide an overview of the shared traditions and cultural histories of the region and explore the specific local-level circumstances that make each society unique. The class analyzes contemporary ethnographies and other works that describe the relationships in each cultural tradition among several domains including family, marriage, and kinship;

ecology, economics, and politics; community organization and stratification; religion and cosmology; and social change and modernization. This course meets the world diversity requirement. Three credits.

Spanish

(see Modern Languages and Literatures)

Studio Art

(see Visual and Performing Arts)

Television

(see New Media Film, Television, and Radio)

Theatre

(see Visual and Performing Arts)

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Faculty

Professors
P. Eliasoph
O. Grossman
Yarrington

Associate Professors
Escobar
LoMonaco, *chair*
Porter
Schwab
Torff

Assistant Professors
Laramée
Malone
Mayzik, S.J.

Visiting Assistant Professors
Nash
Rose

Lecturers
Balling
Brailoff
Brown
Camarda
Chamlin
Connolly
Davis
Fitzsimmons
Fumasoli
Haggstrom
Knijff
Maxwell
McDonald
McGregor, S.J.
Mendelsohn
Mennonna
Merry
Mille
Parady
Ramirez
Roth
Ruff
Sarawit
D. Steffen
Timmeny

Instrumental Instructors
Baranski *(popular piano)*
Childs *(piano)*
Clymer *(trumpet)*
Collins *(flute)*
Diamond *(voice)*
Donnelly *(guitar)*
Ellis *(bassoon)*
Ewald *(classical guitar)*
Fumasoli *(trombone)*
Hannah *(viola)*
Knijff *(organ)*
Moran *(clarinet/saxophone)*
Mulvaney *(drums/percussion)*
Naha *(guitar)*
Oppenheimer *(harp)*
Sonkin *(classical piano)*
Spaulding *(French horn)*
Tieszan *(violin)*

The Major

The major consists of a minimum of 30 credits of coursework in the Department of Visual and Performing Arts that must be completed in a single area of concentration chosen by the student. Areas of concentration available to majors are art history, music, studio art (requires 33 credits), and theatre (requires 33 credits).

The Minor

A minor in visual and performing arts can be obtained upon completion of 18 credits in one of the five areas of concentration: art history; music; new media, film, television, and radio; studio art; or theatre.

For further information about the curriculum and areas of concentration, consult the program directors:

Art History: J. Escobar
Music: B. Torff, L. Nash
New Media: J. Mayzik, S.J.
Studio Art: E. A. Laramée
Theatre: L. Porter

University Core Course Requirement

To satisfy the visual and performing arts six-credit core requirement, students take one three-credit lecture course in art history; music history; theatre history; or film, television, or radio history. The second three-credit course may be chosen from any offered by the Visual and Performing Arts Department.

Materials Fees

Studio art; new media film, television, and radio; and some theatre courses require a materials fee. Students enrolling in these courses will be billed $35 per course.

Facilities and Resources

- Galleries include the Thomas G. Walsh Gallery and experimental galleries for student work.
- A long-term loan of plaster casts from the Metropolitan Museum of Art, representing masterpieces from ancient Greece, Rome, and Renaissance Italy, provide students in the Art History and Studio Arts programs additional opportunities.
- The Mutrux Visual Resources Center with more than 90,000 slides and a CD-ROM collection for teaching and image preservation.
- A computer-music lab for MIDI and other music-based computer software; orchestra and jazz performances at the Quick Center's Kelley and Black Box theatres for students in the Music Program.
- The Media Center in Xavier Hall contains exceptional equipment and facilities for students in new media film, television, and radio, including an instructional television studio, a production television studio, and Campus Television Network head-end. Furthermore, production capabilities are supported by state-of-the-art computer-based digital graphic design and editing production and post-production technology.
- The renovated PepsiCo Theatre, with its intimate theatre, dance studio, and design studio, is the home of Theatre Fairfield, the production wing of the theatre program.

Internships

Visual and performing arts majors are also eligible for internship programs. Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the University's Thomas J. Walsh Art Gallery, local galleries, museums, historical societies, television and radio stations, art studios, professional theaters, and production companies. In addition, a variety of internships are available to music students.

Performance Opportunities

In addition to its regular courses, the department sponsors a number of student performing groups including Chamber Singers, the Fairfield University

Orchestra, Jazz Ensemble, Concert Band, Pep Band, and the World Music Ensemble. Members of these performing groups receive one credit for each semester. Students may apply up to six of these credits toward a music major or minor. However, these credits do not count towards the 38 three-credit courses required for graduation. The Fairfield University Glee Club is a non-credit performing organization sponsored by Student Services.

The department also sponsors Theatre Fairfield student productions. Four performances annually feature student casts, and production and management personnel. Students perform in works from classic and current repertoire using the newest theatrical technology.

ART HISTORY

Program Director
Escobar

Faculty
P. Eliasoph
Mille
Rose
Schwab

We live in a visual world and the field of art history provides an essential tool for experiencing humanity's visible achievements. The Art History program offers a complete academic curriculum covering all the major movements and periods of Western civilization, as well as courses on the arts of Asia, the Americas, and Africa.

The Art History program has successfully attracted many motivated and creative undergraduates who demonstrate their broad understanding and appreciation for the visual arts of painting, architecture, sculpture, photography, and new media. Art history students develop critical evaluation skills through a cycle of courses that examine the artistic heritage of the ancient, medieval, Renaissance, baroque, modern, and American cultures in the Western experience and the artistic heritage of Asia, Africa, and the Americas.

The Art History program's goals include:

- Enabling students to develop a visual vocabulary
- Developing multiple perspectives on key paradigm monuments in their cultural contexts

- Establishing an understanding of the cross-disciplinary nature of art history as a gateway connected to the humanities and liberal arts
- Developing students' abilities to organize ideas, respond, write, and speak coherently about representational issues
- Encouraging students to take advantage of the world-class museums and collections in Connecticut and New York City
- Motivating students to attain direct involvement and aesthetic pleasure from the knowledge and comprehension of world art

With a strong emphasis on the relationship between historical research, written analysis, and observational interpretation, students of art history come to possess a powerful visual vocabulary. Coursework leads to seminars in the junior and senior years. The skills learned in art history are essential for teaching, museum and gallery curating, marketing and media careers, as well as nearly every job that requires visual analysis. A strong liberal arts education based in art history also prepares students for careers in medicine, law, management, and international relations.

Among the many outstanding resources and programs available to art history students are specially arranged visits to major museums in New York and Connecticut with behind-the-scenes tours by curators; internships at regional museums and cultural organizations; hands-on apprenticeships at the University's Thomas J. Walsh Art Gallery; and ongoing research with the University's Metropolitan Museum of Art Cast Collection. Art history majors are encouraged to participate in the University's international study opportunities, including the academic semester/year in Florence at the Lorenzo de'Medici Art Institute.

Most students declare a visual and performing arts major with a concentration in art history after completing the general survey sequence (AH 10-12).

Requirements

Visual and Performing Arts Major With a Concentration in Art History

For a 30-credit visual and performing arts major with a concentration in art history, students:

1. Complete two of the following courses (six credits)

AH 10	Origins and Transformations in Western Art
AH 11	Visual Culture Since 1400: Expression and Experimentation
AH 12	Introduction to the Art History of Asia, Africa, and the Americas

2. Complete at least one course from each of the following five areas (15 credits)*

Ancient/Non-Western

AH 100	Arts of India, China, and Japan
AH 110	Ancient Near East, Egypt, Aegean Bronze Age
AH 111	Greek Art and Archaeology
AH 112	Etruscan and Roman Art and Archaeology
AH 113	Art and Archaeology of Ancient Egypt
AH 210	Myth in Classical Art
AH 213	Through Egyptian Eyes

Medieval

AH 120	Art of the Medieval World
AH 121	The Celtic World and Early Irish Art

Renaissance

AH 130	Renaissance Art in Italy
AH 135	Renaissance and Baroque Architecture
AH 230	Northern Renaissance Art

Baroque

AH 140	Baroque Art
AH 240	Dutch and Flemish Painting
AH 242	The Arts of Spain and Its World, 1474 to 1700

Modern and Contemporary

AH 150	Neoclassical and Romantic Art
AH 152	Modern Art
AH 154	Impressionism and Post-Impressionism
AH 163	Art in America: Colonial to Civil War
AH 164	American Art: Civil War to Civil Rights (1860 to 1960)
AH 165	The Black Experience: African-American Art and Criticism
AH 172	History of Photography
AH 175	Contemporary Art
AH 180	Modern Architecture
AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia

**Please note: Students must complete one introductory course (AH 10, AH 11, or AH 12) before enrolling in a 100- or 200-level course.*

3. Complete at least one of the following 200- or 300-level courses (three credits)

AH 290	Arts Management
AH 295	Museum/Gallery Curating
AH 300	Independent Study (senior year)
AH 308	Art Seminars Abroad (senior year)
AH 310	Internship (senior year)

4. Complete AH 320 Junior Seminar during the fall semester of the junior year, and AH 330 Senior Capstone Seminar during the spring semester of the senior year (three credits per seminar; six credits total)

The department also recommends that students become expert in one foreign language and take at least one foundation studio art course from the following list:

SA 10	Interpreting the Self
SA 11	Structure, Space, and Environment
SA 12	Drawing
SA 13	Figure Drawing

Visual and Performing Arts Minor With a Concentration in Art History

For an 18-credit visual and performing arts minor with a concentration in art history, students:

1. Complete two of the following courses (six credits)

AH 10	Origins and Transformations in Western Art
AH 11	Visual Culture Since 1400: Expression and Experimentation
AH 12	Introduction to the Art History of Asia, Africa, and the Americas

2. Complete one of the following studio art courses (three credits)

SA 10	Interpreting the Self
SA 11	Structure, Space, and Environment
SA 12	Drawing
SA 13	Figure Drawing

3. Complete any three upper-level (100 or greater) courses (nine credits)*

**Please note: Students must complete at least one introductory course (AH 10, AH 11, or AH 12) before enrolling in a 100- or 200-level course.*

Courses Descriptions

AH 10
Origins and Transformations in Western Art

From the mysterious depths of Paleolithic cave painting to the soaring heights of Gothic cathedral vaulting, this course surveys the early history of Western art. The course begin with the origins of art-making in prehistoric, Mesopotamian, Egyptian, Greek, and Roman cultures before viewing the transformations of these ancient arts traditions in early Christian and medieval societies. The course offers students a working vocabulary with which to compose visual analyses of works of art and evaluate them in a social and historical context. One class takes place at the Metropolitan Museum of Art in New York City. Three credits.

AH 11
Visual Culture Since 1400: Expression and Experimentation

This course explores the ways in which people use images to record their world. From the development of linear perspective in the early Renaissance to the assimilation of advances in optical sciences in the baroque period and the incorporation of photography in the 19th century, art has responded to technological advances and created distinct and expressive visual cultures. By exploring painting, sculpture, the graphic arts, and architecture, students learn to analyze how the contemporary world is designed and defined by a visual heritage that incorporates historical images into film, television, and advertising. One class takes place at the Metropolitan Museum of Art in New York City. Three credits.

AH 12
Introduction to the Art History of Asia, Africa, and the Americas

This introductory lecture course examines artworks and architecture from each continent to understand the respective traditions of Asia, Africa, and the Americas, emphasizing a selection of examples within a chronological sequence. It studies material culture from each of the three areas using different art historical approaches. India, China, and Japan form the basis for the study of Asia. Cultures designated by their geographical locations provide a frame of study for African Art. Pre-Columbian, Northwest coast, and Native American visual arts represent the Americas. The course emphasizes art collections in New Haven and New York City, and one bus trip during the semester affords students a first-hand experience studying original works of art. This course meets the world diversity requirement. Three credits.

AH 100
Arts of India, China, and Japan

This survey of the art and architectural history of three major civilizations in Asia studies sacred and secular material culture in painting, sculpture, and architecture during the formation and development of each civilization, comparing them with their modern achievements. In each instance the scope of history covers at least three millennia. Foci include the Mauryan, Kushan, and Gupta periods in India; the Chou, Han, T'ang, Song, and Ch'ing dynasties in China; and the Nara, Heian, Kamakura, Edo, Tokugawa, and Meiji periods in Japan. The course emphasizes contrasting periods of isolation and open contact between these civilizations and with those in the West and highlights collections of Asian art at Yale University and in New York City during the course and on trips to study these collections. This course meets the world diversity requirement. Three credits.

AH 110
The Ancient Near East, Egypt, and the Aegean Bronze Age

This course surveys the cities and sanctuaries that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic Islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C.E. – with the invention of writing – and studies their domination of the eastern Mediterranean into the first millennium B.C.E. The course analyzes the distinctive artistic developments and architectural forms of these three enduring cultures as well as their impact on Western civilization. It emphasizes objects in area museums and includes field trips. Three credits.

AH 111
Greek Art and Archaeology

This survey covers the major developments in architecture, sculpture, and painting from the time of Homer to the collapse of the Hellenistic world. The course considers the formation of the Pan-Hellenic sanctuaries of Olympia and Delphi in the geometric and archaic periods and the rise of democracy under the leadership of Pericles in Athens, culminating in the Parthenon of the high classical period and the creation of an empire under Alexander the Great. Students explore the legacy of Greek achievement in the context of its impact on the Roman world and later art. The course emphasizes objects in area museums and includes field trips. Three credits.

AH 112
Etruscan and Roman Art and Archaeology

This course surveys the art of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The course traces the development of Roman art and archaeology from the Republic to the late empire, and from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Students consider the influence of the Greek legacy and Roman developments. The course emphasizes objects in area museums and includes field trips. Three credits.

AH 113
Art and Archaeology of Ancient Egypt: Images for Eternity
This course, devoted to the history of ancient Egyptian art from the pre-dynastic period (4200 B.C.E.) to its last manifestation in the time of the Roman occupation (100 C.E.), focuses on major themes, important stylistic movements, and selected masterpieces of Egyptian architecture, sculpture, relief, painting, and minor arts. Students consider the formation of major arts in the predynastic period; great monuments of the Old Kingdom such as Djoser, Khufu, and Khafre pyramid complexes; classical art of the Middle Kingdom with the royal temples, pyramids, and tombs at Lisht and Deir el Bahari; New Kingdom temples at Karnak and Luxor; and the splendor and revolution of Amarna art. The course emphasizes objects in area collections, especially in the Metropolitan Museum of Art. Three credits.

AH 120
Medieval Art
This introduction to medieval art and architecture in Western Europe – from its Roman, Jewish, and early Christian sources to the Gothic period – explores continuity and change in the arts and society, including relationships to Celtic, Islamic, Anglo-Saxon, and Byzantine art. The course includes a field trip to the Cloisters Collection in New York City. Three credits.

AH 121
The Celtic World and Early Irish Art
This course traces Celtic art from its sources and history on the European continent (1200 B.C.E. to the first century C.E.) to its migration to the British Isles and its subsequent transformation as it interacts with native cultures there, particularly the Irish culture. The course examines native Irish art from the stone circles and passage graves of 3000-2000 B.C.E. to the introduction of the Celtic style and continuing through the golden age of Ireland's conversion to Christianity, a development that led to rich new art forms such as illustrated bibles, jeweled chalices and reliquaries, high crosses, and the introduction of monastic and ecclesiastical architecture. The course also discusses the medieval revivals in the 19th and 20th centuries and includes a first-hand examination of Fairfield University's facsimile of the Book of Kells. Three credits.

AH 130
Renaissance Art in Italy
In its painting, architecture, and sculpture, students discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the high Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, artists asserted their influence on court and church. The rising status of artists from guild-oriented craftsmen to independent geniuses acting as the peers of monarchs, clerics, and merchant patrons reveals a social-economic focus. Three credits.

AH 135
Renaissance and Baroque Architecture
This survey of the architecture and urbanism of 15th- through early 18th-century Europe and its colonial world addresses topics such as the Renaissance revival of antiquity and its impact on architecture, the changing nature of architectural practice, the role of religious orders like the Jesuits in the dissemination of architectural style and taste, and the importance of illustrated books in advancing theoretical and practical notions about architecture and the city. The course term paper assignment considers the legacy of Renaissance and baroque architecture in the northeastern United States. Three credits.

AH 140
Baroque Art
The art produced in 17th-century Europe reflects the profound shifts in religion, society, and economics of that tumultuous period. This course surveys the painting, sculpture, architecture, and urbanism of the 17th century, with a focus on France, Italy, and Spain. Themes include the notion of classicism in the arts, the role of academies and the market in promoting the arts, the phenomenal output of portraiture and self-portraiture, and the shaping of cities as works of art. Three credits.

AH 150
Neoclassical and Romantic Art
This survey of art and architecture during the turbulent 18th and 19th centuries in Europe and America includes the neo-classical style favored by Napoleon and Jefferson, the dramatic emotionalism of the Romantic era, the clarity of realist style, and the revolutionary invention of photography. This course is recommended as the basis for studying 20th-century painting. Three credits.

AH 152
Modern Art

This course examines the shifting styles and currents of modern art from the realists Courbet and Manet, and their contemporaries, to the rebellious years of the Impressionists. The course explores the 20th century from the Fauvists' explosion of color to the new spatial-physics of cubism under Picasso, and documents the triumphs and failures of modern civilization in the experimental efforts of the constructivists, Dadaists, surrealists, and abstract expressionists. A principal concern in the course is the question: What is the artist of the 20th century telling us about our world? Three credits.

AH 154
Impressionism and Post-Impressionism

This course studies the 19th-century French art movement that revolutionized painting, covering Monet, Manet, Renoir, and Pissaro along with their contemporaries in Paris, their students, and their followers. It also studies the post-impressionists and their innovations and includes museum trips to study original works. Three credits.

AH 161
American Architecture

This course examines the art of building in America from pre-Columbian times to the present, including tradition, economics, engineering, and environmental factors influencing its development. Students examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life, emphasizing the architecture of today. The course develops an understanding of the man-made environment and its special relations to individuals and to society. Three credits.

AH 163
American Art: Colonial to Civil War

The first two centuries of American art reflect the dramatic individualism of the early settlers; English, Dutch and Spanish immigrants created varied and vigorous styles of art and architecture. The course examines these styles, from Colonial towns and plantations to Federal architecture commissioned by Washington and Jefferson, as well as vividly realistic images of the Civil War by Winslow Homer and photographer Matthew Brady. American history and American studies students find this course, which includes field trips focused on original architecture, painting, and furniture in public and private collections, useful. Three credits.

AH 164
American Art: Civil War to Civil Rights (1860-1960)

This course examines the arts and architecture of the early republic introduced in AH 163, expanding into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists the course takes special notice of unifying national myths such as the Founding Fathers, Manifest Destiny, America as the new Eden, the frontier from the Rockies to the lunar surface, heroes from Davy Crockett to Superman, and America as utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and the Downtown art scene, the course answers the question: What is uniquely American about American art? Three credits.

AH 165
The Black Experience: African-American Art and Criticism in the 20th Century

This course explores Black art and culture in the 20th century, focusing on the art works themselves and how these works use Black culture as subject and context. It traces the development of African-American art from the social upheavals and rapid identity transformations of the Civil War Era through World War I, to the emergence of the "New Negro" of the Harlem Renaissance and Jazz Age, to the return of Black folk imagery in Depression and post-Depression art, to the social and political awareness of the Civil Rights era, to the reconsideration of "blackness" explored during the feminist and postmodern decades. The course gives equal consideration throughout to the artistic dialogue including text, criticism, and video. This course meets the U.S. diversity requirement. Three credits.

AH 172
History of Photography

Photography, one of the youngest artistic media, is the medium most evident in and crucial to 20th-century culture. This course traces the history of photography in the 19th and 20th centuries, emphasizing the interplay between the growth of photography as an art form and technological developments of the medium, and the multiple functions photography fills in modern and postmodern culture. The course stresses photographic movements and the work of individual photographers and analyzes the relationship of photography to other art forms. Three credits.

AH 175
Contemporary Art

This course offers a historical, critical, and stylistic analysis of major trends in contemporary art in Europe and the United States such as abstract expressionism, pop art, minimalism, conceptual art, neodada, neo-expressionism, postmodernism, and feminist art, giving special consideration to artist dialogue (text and video) and criticism. The course specifically examines artistic dialogue against the broader cultural, political, social, and philosophical context of the artwork. The course emphasizes objects in area museums and includes one class on location at the Museum of Modern Art in New York City. Three credits.

AH 180
Modern Architecture

This course introduces students to key principles and moments in the history of the built environment from the Enlightenment to the present. Students consider architecture in its social and political context, paying careful attention to the symbolic meanings that buildings convey. Topics include the role of history in shaping architectural design; the relationship between architectural practice and technology; modern urban concerns such as parks, housing, and public works; and the cult of the architect. Three credits.

AH 191
Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes

This interdisciplinary approach to the visual Zeitgeist of these major political/national crises in Europe between 1917 and 1945 surveys the visual rhetoric of Nazi Germany, Fascist Italy, and Bolshevik Russia through the widest possible definition of the visual arts. The course includes the traditional fine arts of painting, sculpture, and architecture as well as the mass cultural outlets of film, radio, propaganda posters, and the staging of public events. The class eliminates the distinctions between high and utilitarian mediums of expression; all means of persuasion are fair game. This course allows students to better understand the complexities of these political/nationalist issues; the "window" is the lens provided by the visual arts and mass media. In doing so, students recognize how the symbolic languages of mythology were married to political ideologies and shaped public opinion from the national consciousness. Three credits.

AH 210
Myth in Classical Art

Greek and Roman art serve as a rich depository of Greek mythology with a wide range of representations that evolved across the centuries. As a source of information, classical art sometimes preserves myths that are otherwise unknown in the surviving literature. In some cases visual representations date earlier than an extant literary description or differ in the story details. This course focuses on ancient sources – visual and literary – to study the Olympian gods; the heroes, Perseus, Herakles, Theseus, and Odysseus; the Trojan War; and battles such as the gods and giants, Lapiths and Centaurs, and Amazons and Greeks. The course compares the appearance of certain of these myths on specific monuments during certain periods in the classical world, emphasizing examples in the Metropolitan Museum of Art, the Yale University Art Gallery, and the Metropolitan Museum of Art Cast Collection at Fairfield. (Prerequisite: one 100-level or lower art history course or permission of the instructor) Three credits.

AH 213
Through Egyptian Eyes: Enigmatic Aspects of Ancient Egyptian Art

This course examines the conventions, religious functions, philosophical conceptions, symbolism, and magic that underlie ancient Egypt by exploring several puzzling questions: Can we really comprehend ancient Egyptian masterpieces just by looking at them? Can we rely on ancient Egyptian sculpture and painting to reflect Egyptians' physical appearance, cults, and habits? Can we call Egyptian art "art" or Egyptian portraits "portraits"? What is the difference between Egyptian writing and representations? What could Egyptians themselves appreciate in the art of Akhenaten and Nefertiti: its innovation or its traditionalism? What is the difference between tradition and archaism in ancient Egyptian art? Three credits.

AH 230
Northern Renaissance Art

This course surveys the arts of painting, printmaking, and sculpture in the northern and southern Netherlands, Germany, and France from 1400 to 1600. Students consider the work of major masters such as Jan van Eyck, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel as well as the development of certain themes – the depiction of popular proverbs, landscape scenes, and scenes of daily life, for example – that were particularly popular in northern art. The course emphasizes the relationship of the arts to the rest of society.

Students examine works in local collections and travel to the Metropolitan Museum of Art in New York, which has a superb collection of northern Renaissance art. Three credits.

AH 240
Dutch and Flemish Painting
This course surveys the art of painting in the northern and southern Netherlands from approximately 1590 to 1690. Students examine the work of major masters such as Rembrandt, Rubens, Vermeer, Van Dyck, and Frans Hals, and many other masters active in the 17th century. The course includes relevant engravings and etchings and discusses the growth in popularity of newer subjects, such as still life, landscapes, and scenes of everyday life, and addresses the problems of their meaning. The course stresses the relationship of art to society. Three credits.

AH 242
The Arts of Spain and Its World, 1474 to 1700
This course surveys the art and architecture produced in the complex cultural landscape of early modern Spain. Students examine art traditionally termed Renaissance and baroque in the context of Spain's multicultural past and its ever-expanding role in the Mediterranean and Atlantic worlds. Topics include the role of art collections in introducing foreign tastes to Spain, Philip II as a patron of the arts, the building and decoration of El Escorial and the Alcázar in Madrid, Diego Velázquez and the notion of a courtier-artist, the architecture of the Churriguera family, and the colonial art and architecture of the viceroyalties of Mexico and Peru. Three credits.

AH 290
Special Topics Seminar
Students conduct an in-depth study of a specific subject in the history of art. Open to invited students only. Three credits.

AH 295
Museum/Gallery Curating
This course explores the role of the museum and gallery curator as well as the curator's responsibilities to the object, the museum, and collectors; and federal and corporate funding. The course includes field trips. Three credits.

AH 300
Independent Study
This in-depth exploration of a specific topic in art history involves students in independent research and field study. Open to students with approval of a faculty member and the director of the Art History program. Three credits.

AH 308
Art Seminars Abroad
This 10-day art history study tour of European countries is offered annually during spring recess or after final exams. Students visit major cities, sites, museums, and collections under the direction of a fine arts faculty member. Students may join the tour on a credit basis, submitting a required paper or project six weeks after returning. See appropriate faculty member for details. Applications are due the last week of October and the last week of January. Three credits.

AH 310
Internship
Qualified art history and studio art majors learn museum planning, and organizational and exhibition techniques by working on gallery exhibits at the Walsh Art Gallery in the Regina A. Quick Center for the Arts. In addition, students may be placed in regional art institutions such as theaters, historical societies, museums, and art galleries for professional internships. These highly selective internship opportunities require permission from the director of the Art History program before registration. Three credits.

AH 320
Junior Seminar
Required of all art history majors in the fall semester of the junior year. The seminar offers rotating topics that reflect the areas of expertise and research among Fairfield's art history faculty members. Three credits.

AH 330
Senior Capstone Seminar
Required of all art history majors in the spring semester of the senior year, this seminar offers rotating topics that reflect the areas of expertise and research among Fairfield's art history faculty members. Three credits.

MUSIC

Director of Classical Music
Nash

Director of Jazz and Popular Music
Torff

Faculty
Balling
Fumasoli
O. Grossman
Knijff
Maxwell
Melzer
Mennonna
D. Steffen

Visual and Performing Arts

Students may earn a major in visual and performing arts with a concentration in classical music, a major in visual and performing arts with a concentration in jazz/popular music, or minors in either concentration. The minors allow talented music students to engage in a serious minor that offers a challenging addition to their chosen major, thus continuing to develop their knowledge and skills in music.

For information about ensemble groups and applied lessons, students are encouraged to contact the following faculty members:

Orchestra: Laura Nash
Jazz Ensemble: Brian Torff
Glee Club/Chamber Singers: Carole Ann Maxwell
Pep Band/Concert Band: Duane Melzer
Applied Music Lessons: Laura Nash

Applied Music Lessons

The department provides private lesson instruction for all University members in most areas of music performance. These can be taken either on top of a normal course load for credit or for no credit. Instruction carries an extra charge beyond tuition and includes 10 private lessons per semester. Students may enroll for 30 minutes, 45 minutes, or one hour of instruction per lesson. Lesson times are arranged individually with the instructor.

Students may apply up to six of these credits towards a music major or minor. However, these credits do not count towards the 38 three-credit courses required for graduation.

Students interested in registering for lessons must do so by the second week of classes each semester; a registration form and more information is available from the visual and performing arts department coordinator in Canisius Hall, Room 3.

Lesson fees for the 2003-04 academic year are:

Ten - one-hour lessons: $425
(optional two credits)
Ten - 45-minute lessons: $350
(optional one credit)
Ten - 30-minute lessons: $275 *(no credit)*

Students may elect to take any length lesson for no credit, but only the one-hour and 45-minute lessons are eligible for credit.

Visual and Performing Arts Major With a Concentration in Classical Music

For a 30-credit visual and performing arts major with a concentration in classical music, students:

- Complete MU 11 Early Survey of Musical Styles
- Complete MU 12 Late Survey of Musical Styles
- Complete MU 150 Music Theory and Composition I (may exempt with permission of instructor)
- Complete MU 250 Music Theory and Composition II
- Complete MU 301 Advanced Music Theory and Composition
- Complete two to three additional music history courses at the 100- or 200-level
- Complete one to two semesters of coursework at the 300-level
- Up to six performance credits (lessons or performing groups) may be applied to the major.

Visual and Performing Arts Major With a Concentration in Jazz/Popular Music

For a 30-credit visual and performing arts major with a concentration in jazz/popular music, students:

- Complete six credits in theory courses including:
  - MU 155 Jazz Theory and Improvisation and

  Choice of:
  - MU 156 Intro to MIDI and Music Software
  - MU 158 Introduction to Recording Techniques
- Complete six credits in MU 256 Jazz Ensemble (one credit per semester) or six credits in theory and music history courses. Music lessons may be substituted for Jazz Ensemble with permission of Professor Torff.
- Complete MU 101 History of Jazz
- Complete MU 102 History and Development of Rock
- Complete MU 112 The Music of Black Americans
- Complete MU 122 World Music History and Ensemble
- Complete MU 157 Introduction to the Music Industry
- Complete one of the following internship or independent study courses:
  - MU 300 Independent Study in Music
  - MU 301 Independent Study in Music Theory
  - MU 305 Performing Arts Management Internship

Visual and Performing Arts Minor With a Concentration in Classical Music

For an 18-credit visual and performing arts minor with a concentration in classical music, students:

- Complete MU 11 Early Survey of Musical Styles

  OR

- MU 12 Late Survey of Musical Styles
- Complete MU 150 Music Theory and Composition I (may exempt with professor's permission)
- Complete MU 250 Music Theory and Composition II
- Complete one 200-level music history course
- Earn six performance credits from music lessons or group performance participation or two additional courses in music theory or music history.

Visual and Performing Arts Minor With a Concentration in Jazz/Popular Music

For an 18-credit visual and performing arts minor with a concentration in jazz/popular music, students:

- Earn six credits in MU 256 Jazz Ensemble or in individual lessons

  OR

- complete two music history courses (MU 102 History and Development of Rock and MU 122 World Music History and Ensemble)

  OR

  complete two music theory courses
- Complete MU 101 History of Jazz
- Complete one of the following courses
  - MU 102 History and Development of Rock
  - MU 112 The Music of Black Americans
  - MU 122 World Music History and Ensemble
- Complete MU 155 Jazz Theory and Improvisation
- Complete MU 156 Introduction to MIDI and Music Software

Course Descriptions

A = Applied Music
H = Music History

Music History Courses

MU 11
Early Survey of Musical Styles (H)
From the humble beginnings of prayer set to chant, through the golden age of polyphony, to the masters of the baroque, this course surveys the origin of western art music. Students learn the basic elements of music and chart the evolution of these elements through the centuries. Students also learn about the cultural and intellectual environment that gave birth to different music genres and styles. Three credits.

MU 12
Late Survey of Musical Styles (H)
This course explores the ways in which composers manipulated musical language to meet the growing demands of the middle class. After learning the basic elements of music, students explore the world of the Enlightenment and Haydn, Mozart, and Beethoven. In the romantic period the course explores the interaction of all the arts and the influence of politics and economics on compositional style. With the dawn of the 20th century, the course explores what "modern" means, learns about attempts to expand and replace musical language, and studies the impact of war on composers and their music. Three credits.

MU 101
The History of Jazz (H)
This course traces the development of American jazz from its origins in African-American musical

traditions. Students examine the roots of jazz in ragtime, blues, work songs, and march music and study the development of different jazz styles such as Dixieland in the '20s, swing in the '30s, bop in the '40s, and continuing to the present. The course emphasizes the connection between historical periods and the music of jazz – America's original art music. This course fulfills the U.S. diversity requirement. Three credits.

MU 102
The History and Development of Rock (H)
This course surveys the musical and social trends that resulted in the emergence of rock and roll as an important musical and cultural force in America. The course traces the roots of rock, blues, and country styles, showing how they merged with popular music. Students examine periods from the 1950s to the present, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students learn to understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture. Three credits.

MU 111
The Life and Music of George Gershwin (H)
This course focuses on the life and music of one of America's greatest composers, George Gershwin. At home in popular as well as serious music, Gershwin is beloved for his popular songs written for Broadway shows and Hollywood musicals, and concert works such as *Rhapsody in Blue* and *An American in Paris*. His fascinating life illuminates the decades of the 1920s and 1930s. This course studies his life and music through readings, movies, listening, and class discussion. Three credits.

MU 112
The Music of Black Americans (H)
This musical and historical survey of African-American music and its important contributions to American culture examines African heritage, slave songs, and the colonial era, followed by the role of African-Americans in the music and culture of the Revolutionary and Civil War periods. Students examine the evolution of spirituals, minstrel songs, and ragtime as they relate to dance forms; the role of African-Americans as performers and composers in classical music and music of the theatre; and the blues as it evolves into jazz, soul, reggae, funk, disco, and rap. This course takes a look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American music despite prejudice and adversity. This course fulfills the U.S. diversity requirement. Three credits.

MU 120
The History of Song (H)
This course examines the history of our most popular form of music – the song. It explores the origins of song, as well as popular songwriters, singers, and styles of songs from a historical perspective and as a mirror of today's society. Three credits.

MU 122
World Music History and Ensemble (H)
The course includes a survey and hands-on instrumental experimentation with world music including African, Brazilian, African-American, Native American, Latin American, Indian, and South Asian styles. Students attend a formal lecture and a practice or performance session each week. During the latter session, students learn to play (primarily African) percussion instruments, coming to view them as the first building blocks of much larger units of ethnic, folk, traditional, or popular ensembles. The course raises student awareness of corresponding songs and traditions; links history, tradition, music, and culture; and introduces students to the contribution of a wide range of cultures to the music world and to the widespread belief that music is a universal language. Students perform as a class or an ensemble on set show-and-tell occasions that may be open to invited guests and/or the University community. No previous musical experience is required. This course fulfills the world diversity requirement. Three credits.

MU 123
A Survey of Piano Music (H)
No instrument has been more important than the piano in the development of music from 1750 to the present. It has been central to classical, jazz, and popular music, and has been the most important household instrument for more than 200 years. This course traces the development of the piano and piano music from its origins in Italy around 1730 through the present, and examines the different uses of the instrument in classical, jazz, and popular music. Three credits.

MU 124
Bach and Beethoven (H)
This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who, more than any other, represents the struggle for artistic truth. Three credits.

MU 125
Women in Music (H)
This study of the contributions made by women to music includes the work of women from the

ninth century through the present, focusing on their work in four main areas: as teachers, composers, performers, and patrons. Studies include Hildegard of Bingen, Eleanor of Aquitaine, Clara Schumann, Catherine Medici, and Nadia Boulanger. The course considers these women in relationship to their artistic accomplishments and also from an intellectual and cultural historical perspective. Three credits.

MU 126
History of Choral Music (H)
From Palestrina's masses to Verdi's *Requiem*, this course explores the history of music through choral music. The composers themselves often considered these masterpieces to be the culmination of their compositional development and work. A basic ability to read music is helpful. Three credits.

MU 242
Music of the Classical Era (H)
During the classical era (about 1750 to 1830), music shifted from an aristocratic concern to the favorite popular art of the middle class. The course examines the lives and music of the three most important composers of this period: Haydn, Mozart, and Beethoven. Three credits.

MU 243
19th-Century Romanticism in Music (H)
This comprehensive survey of 19th-century romanticism in music considers the music of Beethoven, Chopin, Verdi, and Wagner, among others. The music of the romantic era contains some of the richest masterpieces in music history. The course considers the relationship between music and the other arts. Three credits.

MU 244
Music of the 20th Century (H)
This introduction to the mainstreams of music of our time begins with Debussy, Ravel, and the French moderns. After investigating the music of Stravinsky, Bartók, and other European composers, the course concludes with such modern trends as electronic music, film music, jazz, and popular music. Three credits.

Music Theory Courses

MU 150
Music Theory and Composition I (A)
This course introduces students to the basic concepts of music theory and beginning compositional skills. Starting with the notation of pitch and rhythm, the course investigates the major/minor key systems, intervals, chord construction, melody writing, and rudimentary harmonization. No background in music is expected. Three credits.

MU 155
Jazz Theory, Keyboard Harmony, and Improvisation (A)
This course, designed for majors and minors in jazz performance, gives students a working knowledge of jazz and pop harmony. Students attain keyboard proficiency through an emphasis on ear-training, voicings, tritone substitutions, and improvisation theory; this proficiency can be used on other instruments. Students learn all upper-structure chords in all keys as well as ways to improvise on various chord structures. Students should be able to play through lead sheet material with reasonable proficiency using jazz voicings and voice-leading techniques. Basic knowledge of the keyboard is recommended, but the course is open to all instrumentalists and vocalists. (Prerequisite: permission of the instructor) Three credits.

MU 156
Introduction to MIDI and Music Software (A)
This course provides students with an introduction to the use of musical instrument digital interface and its various formats. Participants study principles of MIDI, the use of computers in music, and music software as it applies to composition, arranging, sequencing, and music notation, examining how these formats enhance the performance of music and music production. Students learn the technology used in pop music, soundtracks, and commercial music. This course requires a basic knowledge of music and is open to students with some musical background. Three credits.

MU 157
Introduction to the Music Industry (A)
This course introduces students to the various aspects of the music industry. Students discuss the history and process behind the creation, manufacture, and distribution of prerecorded music. The course covers the earliest record companies, changes in the technology, and the growing awareness and sophistication of the consumer and the artists, as well as the function of managers, attorneys, musicians, and agents in the music industry. Three credits.

MU 158
Introduction to Recording Techniques (A)
The course demonstrates and emphasizes the physics and theory of acoustical sound in a studio and live environment, giving student recording engineers the ability to capture that sound in a high-quality recording environment. Students learn the fundamentals of recording equipment, such as microphone placement, dynamic processors, echo, delay, reverb, equalizers, and the mixing console, gaining the ability to organize, set-up, and administer a recording session. The portability of the equipment enables potential tie-ins to the Regina A. Quick Center, studio arts, Theatre

Fairfield, the Levee, and other campus events. Three credits.

MU 250
Music Theory and Composition II (A)
In this continuation of MU 150 students build a theoretical and compositional foundation by studying 7th chords, part-writing, harmonic progressions, and chromatic harmony. In addition, students compose original melodies and learn how to harmonize them, and undertake simple analysis projects to further understand how music is put together. (Prerequisite: MU 150 or permission of instructor) Three credits.

MU 294
Music Industry: Principles and Practices
This course builds on students' knowledge of the music industry in a practical and detailed way. The course briefly revisits the history and process of the music business as explored in MU 157 and uses detailed discussion to apply specific music business knowledge to the decision-making process within the industry. Focused attention includes legal issues and music-industry contracts; licensing; the roles of managers, booking agents, and concert promoters; recording studios; music publishing; distribution in the North American and international territories; and a technology update. (Prerequisite: MU 157) Three credits.

Performance Courses

MU 55
Pep Band (A)
The Pep Band performs for the men's and women's basketball games and is open to all students with a musical background on guitar, bass, drums, sax, clarinet, trumpet, trombone, tuba, and flute. The course requires regular attendance at weekly practices arranged with the instructor. One credit.

MU 255
Symphony Orchestra (A)
This ensemble helps instrumental musicians develop their skills further through public concert performances in a symphonic orchestra. Students learn ensemble performance ethics, phrasing, and stylistic interpretation. This course may be taken repeatedly. (Prerequisite: orchestra or symphonic band performance experience.) One credit.

MU 256
Jazz Ensemble (A)
Jazz Ensemble is open to musicians who wish to develop their skills in jazz performance. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be taken repeatedly. (Prerequisites: instrumental or vocal performance experience; selection through audition.) One credit.

MU 257
Chamber Singers (A)
This is a mixed choral ensemble dedicated to the learning and performing of significant chamber choir repertoire. Members of this highly competitive group are drawn from the larger Fairfield University Glee Club. Membership is by audition only. One credit.

MU 259
Concert Band (A)
This ensemble allows students who have played in high school bands to continue developing their ensemble skills. The course may be taken repeatedly. (Prerequisites: experience on your instrument and previous participation in an ensemble) One credit.

Independent Study and Internship Courses

MU 300
Independent Study in Music (H) (A)
By arrangement with music faculty, students choose to work independently on special topics within the field of music. Availability of independent study supervision is limited and preference is given to juniors and seniors pursuing a major or minor in music. Three credits.

MU 301
Independent Study in Music Theory (A)
By arrangement with music faculty, students continue the work of MU 250 with an advanced study of music theory and composition. This course may be taken more than once. Open to music majors and minors only. Three credits.

MU 305
Performing Arts Management Internship (A)
Internships are available in a number of organizations. Students receive semester credit in exchange for working a minimum of 10 hours per week. Students may count no more than six credits towards a major and no more than three credits towards a minor. Three credits.

MU 310-311
Senior Capstone Project
The capstone project provides opportunities for majors to work at a very high level, reflecting their expertise and ongoing research. (Prerequisite: permission of music faculty) Three credits per semester.

NEW MEDIA FILM, TELEVISION, AND RADIO

Program Director
Mayzik, S.J.

Faculty
Camarda
Connolly
Davis
McGregor, S.J.
McDonald
Malone
Merry
Ramirez
Sarawit
Timmeny

The new media film, television and radio minor provides a coherent awareness of the aesthetic, artistic, and communicative power of these varied media by offering courses in theory, history, genres, styles, and structures with hands-on production courses. The program curriculum reflects the convergence of traditional media of film, television, and radio into a new media of creative possibilities. Students learn the theory and collaborative practice of all aspects of visual storytelling: writing, moving-image design, producing, directing, cinematography, sound design, digital imaging, and editing. Students understand the expressive power of these media and experiment with their own creative voices, engaging their imagination and intellect with the tools of these crafts. Many of the minor's faculty members come from the ranks of working professionals, ensuring that information transmitted in the classroom is at the cutting edge of the field.

New media courses focus on new digital technologies as they relate to the sound and moving image of film, television, and radio. Nonlinear narrative theory and technique, computer graphics, two- and three-dimensional animation, multimedia network communications, CD-ROM, and DVD production are featured.

Film track courses survey the origins and development of motion picture art; analyze periods, genres, and styles of filmmaking; and offer hands-on experience in film production technique. In production courses, students are introduced to the collaborative, creative process of filmmaking, with an emphasis on storytelling through a broad spectrum of aesthetic approaches. Student films produced in these courses are showcased in a campus film festival, and are Web-streamed over the University's Web page.

Television track courses survey the technological and stylistic history of the medium; the particular visual and audio language of television texts; the genres, narrative, and generic conventions of television; and hands-on production experience designed to teach skills in studio and remote television production. In the production courses, students produce programs of a variety of familiar genres but are encouraged to push the creative boundaries of the medium. Student programs air on a regular nightly schedule on the HAM Channel, the student-broadcast television station, and are Web-streamed.

Radio track courses survey the programmatic and technical development of the medium; sound development and recording techniques; and broadcast production and management. Production courses contribute programming to WVOF, the University's FM station, and to its Web-streaming address.

The home of the program is in the University's Media Center, a 15,000-square-foot facility on the ground floor of Xavier Hall. The Media Center facility consists of two fully equipped television studios and control rooms, a head-end satellite downlink and distribution center, three nonlinear editing suites, two media class and screening rooms, a digital-imaging lab, and offices for Media Center personnel and equipment distribution. It is also home to the student television channel, The HAM Channel, with offices and work areas for their production efforts. Full-time personnel of the Media Center are professional video and digital producers, writers, editors, and design and repair technicians, and many also teach courses within the program.

The Media Center is the home to the Resource Center for Advanced Digital Exploration. RCADE offers a collaborative setting for University students, staff, and faculty to use new media technologies for research, teaching, and imaginative work. It offers a regular schedule of free workshops on digital hardware, including digital still and video cameras, and digital software products such as Photoshop, Illustrator, Dreamweaver, Flash, and digital editing with Final Cut Pro. Students in the New Media Film, Television and Radio program are welcome to supplement their course work with RCADE workshops.

New media film, television, and radio minors are encouraged to major in the media studies track in the communication department. Minor courses taken in this program can be included in the requirements for the communication major. Minors are also encouraged to explore the interconnections between this program and other disciplines of studio art, music, theatre, and art history as offered within the Department of Visual and Performing Arts.

The minor is a good introduction for students interested in continuing as professionals in any of these media. Since Fairfield has an excellent reputation and is situated in the greater New York region, many opportunities exist for internships in media production and significant internships are available at the Media Center and in production companies throughout the metropolitan area. After graduation, many students with a minor in this field acquire solid entry-level jobs in various media fields or continue to develop their interest through graduate studies.

Visual and Performing Arts Minor With a Concentration in New Media Film, Television, and Radio

For an 18-credit visual and performing arts minor with a concentration in new media film, television, and radio, students:

- Complete TL 100 Introduction to the Visual Arts of New Media Film, Television, and Radio (three credits)

- Complete two history/theory courses in one of the tracks listed below (six credits). Students may take no more than nine credits in a chosen track.

  Film Track
  FM 101 Art of Film
  FM 102 Filmmaker Studies
  FM 103 American Decades
  FM 104 World Cinema
  FM 110 Special Topics in Film

  Television Track
  TL 101 Art and Language of Television
  TL 102 Television Drama
  TL 103 Documentary Television
  TL 104 Television Comedy
  TL 105 Directing for Film and Television
  TL 106 Art of Editing
  TL 110 Special Topics in Television

  Radio Track
  RA 101 Art and Language of Radio
  RA 102 Radio Drama
  RA 103 Documentary Radio
  RA 110 Special Topics in Radio

- Complete two of the following production courses in the chosen track (six credits)

  Film Track
  FM 130 Filmmaking I
  FM 131 Nonlinear Editing
  FM 132 Performance for Camera
  FM 230 Filmmaking II
  FM 231 Film Internship

  Television Track
  TL 130 HAM Television Production I
  TL 131 Digital Graphics for Film and Television
  TL 230 HAM Television Production II
  TL 231 Television Internship

  Radio Track
  RA 130 Radio Production I
  RA 230 Radio Production II
  RA 231 Radio Internship

- Complete one elective course from either the history/theory or production areas (three credits).

With the approval of the director, students may cross tracks to take courses in which they are particularly interested.

Course Descriptions

A = Applied
H = History

FM 101
Art of Film (H)
The course provides an overview of film – its history as an art form and as a business, its technological development, and its special ability to tell stories visually. Students write a short screenplay and produce a short film as members of small film crews. Topics include producing, directing, and acting for the camera. This course, which fulfills a visual and performing arts core requirement in film history, is recommended for students not majoring in visual and performing arts. For students pursuing the film track minor, this course is recommended as a prerequisite to FM 130.Three credits.

FM 102
Filmmaker Studies (H)
This course examines specific filmmakers and their work as directors, producers, writers, cinematographers, editors, and composers. Students investigate (in alternating semesters) Griffin, Chaplin, Welles, Kubrick, Allen, Hitchcock, and many others in detail for the visual style and narrative structure of their works. This course fulfills a visual and performing arts core requirement in film history. Three credits.

FM 103
American Decades (H)
This course focuses on (alternating) decades in the first 100 years of American film, analyzing Hollywood and independent films with respect to genres, styles, acting, and their relationship to American history and culture. The course fulfills a visual and performing arts core requirement in film history. Three credits.

FM 104
World Cinema (H)
This historical and critical survey of film from world nations includes (in alternating semesters) French new wave films from Truffaut, Godard and Chabrol; German cinema including Fassbinder, Wenders, Herzog, and von Trotta; Japanese films of Kinugasa, Mizoguchi, Ozu, Kurosawa, Yanagimchi, and Itami; and films from Italy, China, Russia, and Third World countries within the cultural, historical, and political environment of their time. This course fulfills a visual and performing arts core requirement in film history. Three credits.

FM 110
Special Topics in Film (H)(A)
This course covers genres and themes, offered on a rotating basis each semester, that include film noir, the horror film, the musical, documentary film, and the Western. This course fulfills a visual and performing arts core requirement in film history or application. Three credits.

FM 130
Filmmaking I (A)
This course introduces the basic equipment, technique, and art of motion picture photography and editing. Students examine film types and exposures, practice camera techniques, and complete lighting and digital editing exercises. Students begin with 35mm photography and progress to 16mm motion-picture photography, while learning the production details of filmmaking. Students produce and edit a short film. Three credits.

FM 131
Nonlinear Editing (A)
This course introduces the theory and basics of digital editing and the Media 100, Final Cut Pro, and Quantel digital-editing systems. Participants study the characteristics of nonlinear systems and learn how these systems are used to create effective and affective visual and audio programs. Three credits.

FM 132
Performance for Camera (A)
This course introduces the art of acting for film and television camera, its theory, history, and practice. Participants study and apply the fundamental elements of acting – imagination, movement, focus, method, character development – in class exercises. Three credits.

FM 230
Filmmaking II (A)
Students receive advanced instruction in the use of 16mm film cameras, sound equipment and editing systems, screenwriting, producing, and direction of actors. They work in groups to write, direct, and produce short narrative films. (Prerequisite: FM 130) Three credits.

FM 231
Film Internship (A)
In consultation with a faculty member, upper-level students arrange a semester-long internship with one of many film production companies located within Connecticut and the New York metropolitan area. The course combines on-site supervision and meetings with faculty advisors with weekly journal submissions and an assigned paper at the end of the internship. Three credits.

TL 100
Introduction to the Visual Arts of New Media Film, Television, and Radio (H)
This course introduces new media film, television, and radio within the context of the visual and performing arts, revealing their relationship with painting, sculpture, dance, architecture, theatre, music, and photography, and their fundamental origins as creative art-making. Film, television, and radio have become essential elements in the aesthetic communication process of our time; they are perhaps the most powerful media used to express certain truths about life and human reality, to tell human stories, and to evoke passionate emotions. Each has characteristic technology and presentation strengths, but these media share common elements in the artistic use of light, color, motion, mass, and line; composition of space; modeling of sound; and editing and structuring of elements. The course examines these common characteristics and provides a sound understanding of how they 'work' on individuals and groups to make film and television such powerful media. The course fulfills a visual and performing arts core requirement in film history. Three credits.

TL 101
Art and Language of Television (H)
This basic introduction to the study of television explores the visual and audio style of various television texts, their narrative and generic conventions, the practical implications of aesthetic choices, and the meanings and pleasures generated. The course reviews the historical roots of television content and technology, and traces the evolution of program types on broadcast and cable television and the Web. It fulfills a visual and performing arts core requirement in history. The department strongly recommends this course for television track minors, who are advised to take it before other courses in the minor. Three credits.

TL 102
Television Drama (H)
This history of dramatic form in television examines early teleplays and the development of the dramatic series, the soap opera, and narrative films for television. The course covers the unique characteristics of the medium as it applies to drama, the special qualifications and pressures applied to drama for broadcast consumption, and the staging and aesthetic differences between drama for film and drama for television, including different directing and acting techniques. It treats television drama as a viable and substantive genre, not simply a form of popular entertainment. The course fulfills a visual and performing arts core requirement in history. Three credits.

TL 103
Documentary Television (H)
This course examines nonfiction television, including the groundbreaking traditions of the early network 'white papers' on contemporary societal issues, network news, morning news shows, magazine format programming, performance television (concerts, etc.), and alternative formats. It illustrates and discusses parallels and differences with film documentary and analyzes the roles of the producer, director, interviewer, and editor. The course fulfills a visual and performing arts core requirement in history. Three credits.

TL 104
Television Comedy (H)
Television comedy has its roots and parallels in theater, radio, and film. This course traces the development of the comedic form from the early days of television to the present. Topics include the development of the three-camera format for sitcoms, the rise and fall of variety formats, comedic casts, British imports, late-night entertainment, and political comedy. Students analyze scripting, camera, lighting, and editing techniques. The course fulfills a visual and performing arts core requirement in history. Three credits.

TL 105
Directing for Film and Television (H)
This course explores what a film or television director does, how he/she manipulates and manages the divergent elements of cinema into a coherent whole, and often, into a unique and personal vision. The specific tasks of a director are studied from practical and theoretical perspectives. This course fulfills a visual and performing arts core requirement in history. Three credits.

TL 106
Art of Editing (H)
The juxtaposition of images and sound, the reaction of an audience to the pace of a scene, the performance of an actor, the collaboration between editor and director – these are the cornerstones of editing. Through many classroom discussions and viewing assignments, this course explores how these topics are expressed within the different genres of film and television. Student explorations come to life as they weave together their own stories and scenes. This course fulfills a visual and performing arts core requirement in history. Three credits.

TL 110
Special Topics in Television (H)(A)
This course offers rotating television topics each semester and fulfills a visual and performing arts core requirement in history or application. Three credits.

TL 130
HAM Television Production I (A)
This course offers an immediate, intensive, hands-on introduction to the art and technology of creative television production within the structure of Fairfield's HAM Channel. The course emphasizes the technical and aesthetic relationship of television to film production, with a primary focus on television as a creative art form. Students receive intensive instruction on creative and aesthetic use of the tools and elements of television – cameras, audio, lighting, editing, set design, and program development – and participate in a series of projects completed individually and with partners. They learn the structure and operation of the HAM channel and participate in the production of a regularly scheduled program that will be aired on the HAM channel during the semester. Three credits.

TL 131
Digital Graphics for New Media Film and Television (A)
The digital revolution has arrived for production of television and video. This course introduces the theory and basics of digital graphic design and editing, incorporating three-dimensional graphics, music, and sound effects. Students master nonlinear programs and technology such as Media 100, Quantel Editbox, Final Cut Pro, Photoshop, Flash, and 3D Studio Max. Three credits.

TL 230
HAM Television Production II (A)
In this advanced television production and station operations course, students assume roles as producers, writers, designers, and directors of channel series and specials. The course encourages advanced video production, including experimental narrative and non-narrative videography. (Prerequisite: TL 130) Three credits.

TL 231
Television Internship (A)
In consultation with a faculty member, upper-level students arrange a semester-long internship with one of the many television production companies located within Connecticut and the New York metropolitan area. The course combines on-site supervision and meetings with faculty advisors with weekly journal submissions and an assigned paper at the end of the internship. Three credits.

RA 101
Art and Language of Radio (H)
This course introduces the theoretical, creative, and practical world of radio broadcast and production. The overview traces the development of technology, programming, and radio management and radio's links to theatre, film, and television. Students consider the future of radio, including digital transmission. This course fulfills a visual and performing arts core requirement in history. Three credits.

RA 102
Radio Drama (H)
Unlike theatrical, film, or television performance, radio has a long history as a medium. It rose to prominence in the 1930s, highlighted by the broadcast of Orson Welles's *Mercury Theatre on the Air.* This course examines that history, particularly with respect to its roots in theatre and its effects upon television. It fulfills a visual and performing arts core requirement in history. Three credits.

RA 103
Documentary Radio (H)
This course examines news, talk radio, sports, and public radio formats, including the history of the medium as a source of information and live-event broadcasting. Students analyze the roles of the producer, director, interviewer, and editor. The course fulfills a visual and performing arts core requirement in history. Three credits.

RA 110
Special Topics in Radio (H)(A)
This course offers radio topics on a rotating basis each semester and fulfills a visual and performing arts core requirement in history or application. Three credits.

RA 130
Radio Production I (A)
In this introductory course in radio production, students learn writing, editing, reporting, and production of radio news in studio and field, and produce air-quality newscasts, enterprise reports, and documentaries. Three credits.

RA 230
Radio Production II (A)
This course offers advanced experience in radio operations and broadcast. Students produce special live programming for broadcast on WVOF and projects for Web-casting. (Prerequisite: RA 130) Three credits.

RA 231
Radio Internship (A)
In consultation with a faculty member, upper-level students arrange a semester-long internship with one of the many radio broadcast production companies located within Connecticut and the New York metropolitan area. The course combines on-site supervision and meetings with faculty advisors with weekly journal submissions and an assigned paper at the end of the internship. Three credits.

STUDIO ART

Program Director
Laramée

Faculty
Chamlin
Fitzsimmons
Mendelsohn
Ruff
Yarrington

The Studio Art program at Fairfield offers students an opportunity to explore all aspects of the visual arts through a curriculum designed to integrate with and expand upon their liberal arts education. Through a balance of theory, art history, concept development, and studio application, students explore art from the varying perspectives of visual and performance artist, scholar, critic, visionary, and technician.

The program emphasizes the development of personal vision through a clear understanding of the processes, structures, dimensions, contexts, and concepts of visual language. The coursework is designed to help students develop an expertise with media and an understanding of their conceptual and aesthetic relevance. The program includes drawing, painting, printmaking, sculpture, installation, performance, and photography.

Due to its exploratory nature, the Studio Art program is excellent preparation for students interested in continuing as professional artists (printmakers, painters, photographers, sculptors, installation, and performance artists), as well as arts administrators, writers of critical art commentary, atelier printers, teachers, and professionals working in art galleries and museums.

The Studio Art Program's goals include:

- Developing intuitive, creative, expressive, and aesthetic faculties, and the ability to connect these with reasoning skills
- Developing perceptual, critical, and conceptual skills
- Cultivating empathy, sensibility, and discernment
- Training and disciplining the body to express individual form, style, and meaning
- Developing knowledge of major artistic achievements in Western and non-Western visual arts
- Communicating knowledge and arguments clearly, concisely, and forcefully, in written and oral forms
- Cultivating a deep commitment to and curiosity about the intellectual and creative life
- Encouraging students to take advantage of the world-class museums in Connecticut and New York City

The Studio Art Program is divided into three developmental areas: foundation studios, advanced studios, and capstone studios.

The foundation studios are recommended as a basis for all other studio art courses. They develop formal, technical, expressive, and problem-solving skills. They stress knowledge of modern and contemporary art and provide a survey of artistic disciplines. Through these courses, students begin to investigate visual thinking.

The advanced studios build upon the foundation studios and focus on a particular discipline, such as sculpture. Students develop a formal vocabulary, visual sensitivity, and manipulative skills. Materials and historical concerns are integral parts of directed and individual investigations.

In the capstone studios, students pull together the diverse experiences and knowledge they have acquired as studio art majors and focus their newly acquired skills on a specific problem or area of artistic research. In addition to creating this visual work, students read and discuss seminal texts of art theory and probe topics such as postmodernism and the personal and societal values implicit in an artwork. Capstone experiences develop creative autonomy. Students who complete the capstone studios are no longer dependent upon externally supplied assignments; they are able to focus upon artistic questions of their own. These courses are excellent preparation for life after Fairfield.

Students interested in the Studio Art major or minor should consult with the Studio Art program director before beginning the program. Students are encouraged to declare the major officially no later than the end of the sophomore year of studies. Transfer credits in studio art must be approved by the studio program director. Advanced Placement credits will not be accepted. Evening and intercession courses may not count for the studio art major or minor. There is a $45 laboratory fee for each studio art course. Courses in the Lorenzo de'Medici program or other study abroad programs must be approved by the studio art program director for studio credit for majors and minors.

For a 33-credit studio arts major, students must satisfy the following requirements.

Complete all four foundation courses

SA 10 Foundation: Interpreting the Self	(three credits)
SA 11 Foundation: Structure, Space, and Environment	(three credits)
SA 12 Foundation: Drawing	(three credits)
SA 13 Foundation: Figure Drawing	(three credits)
Subtotal foundation credits:	(12 credits)

Complete at least three of the following studio courses:

First Level	
SA 105 Color Workshop	(three credits)
SA 107 Special Workshop Studios	(three credits)
SA 108 Drawing from the Landscape	(three credits)
SA 130 Painting I	(three credits)
SA 131 Printmaking 1	(three credits)
SA 132 Sculpture I	(three credits)
SA 133 Photography I	(three credits)
SA 136 Investigation of Text and Image	(three credits)
SA 137 Time Arts	(three credits)
Second Level	
SA 230 Painting II	(three credits)
SA 231 Printmaking II	(three credits)
SA 232 Sculpture II	(three credits)
SA 233 Photography II	(three credits)
SA 234 Photography III	(three credits)
SA 235 Advanced Drawing	(three credits)
Subtotal studio credits	(nine credits)

Complete both capstone studios	
SA 300 Junior Seminar	(three credits)
SA301 Senior Seminar	(three credits)
Subtotal capstone studio credits	(six credits)

Complete at least two art history courses (AH 175 required, AH 10, AH 11, or AH 12 is recommended)	
Subtotal history credits	(six credits)
Total:	**(33 credits)**

Special Topics Electives	
SA 302 Independent Study	(three credits)
SA 304 Studio Internships	(three credits)

For an 18-credit studio arts minor, students must satisfy the following requirements.

Complete three foundation studios	
SA 10, SA 11	(six credits)
and either SA 12 or SA 13	(three credits)
Complete two advanced studio courses	(six credits)
Complete a minimum of one course in art history (AH 175, AH 10, AH 11, or AH 12 is recommended)	(three credits)
Total:	**(18 credits)**

Course Descriptions

Foundation Studios

SA 10
Foundation: Interpreting the Self
This course develops fundamental studio skills and an understanding of visual thought processes. The course emphasizes concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories such as drawing, painting, book arts, sculpture, and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of one's self. Through the themes of line and the self, the course exposes students to the visual languages of abstraction and representation, and emphasizes the honing of perceptions, the process of selection and organization, and the seemingly constant revision and decision making involved in art making. Formerly listed as SA 100. Three credits.

SA 11
Foundation: Structure, Space, and Environment
This course develops fundamental studio skills and an understanding of visual thought processes. Emphasis is placed on concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories including drawing, collage, sculptural construction, and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of the world outside oneself. Through the themes of space and the world, the course exposes students to the visual languages of abstraction and representation, and emphasizes the honing of perceptions, the process of selection, organization, and

the seemingly constant revision and decision making involved in art making. Formerly listed as SA 102. Three credits.

SA 12
Foundation: Drawing
This course focuses on the act of seeing and its intimate connection with mark-making. Experiences develop observational, expressive, and conceptual skills. Students explore the formal elements of drawing, such as line, value, composition, and form, and how they can be used to express an awareness of one's self and the world around one. The course explores a variety of materials and processes through in- and out-of-class projects. Students participate in critiques of these projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality. Formerly listed as SA 120. Three credits.

SA 13
Foundation: Figure Drawing
This introduction to drawing from the human figure uses a wide variety of media and techniques. The course emphasizes understanding, interpretation, and expressive use of the figure in contemporary studio practice. Students discover proportion and form through line, value, perspective, anatomical studies, and analysis of structure. Students participate in critiques of their projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality. The course is typically offered fall semester. Formerly listed as SA 111. Three credits.

SA 105
Color Workshop
This course investigates fundamental color theory through studio projects using contemporary and historical references. Students focus on the development and exploration of ideas using a variety of color media and study the practical mixing and application of pigments. The course stresses perception, visual awareness, sensitivity, attitude, and judgment, and is typically offered fall semester. Three credits.

SA 107
Special Workshop Studios
This course focuses on diversity in contemporary studio practice through the unique approaches of faculty and/or visiting artists. This cross-disciplinary course incorporates projects, lectures, and critiques. Offerings include multiculturalism in the arts; materials and techniques; land, landscape and environmental arts; art, science, and technology; New York experience: museums, galleries and artists studios; art, politics and society, public art and community-based art, experimental photography, imaging and printing techniques; performance art and sound art; interactive media and Web-based art. Three credits.

Advanced Studio Courses

FIRST LEVEL

SA 130
Painting I
This course introduces the methods, techniques, and language of oil painting. Students explore principles of color, construction, paint handling, delineation of form and space, light and shadow, surface, texture, and composition. Students paint primarily from observation and employ representational and abstract modes. Materials and historical concerns are integral parts of directed and individual investigations. Three credits.

SA 131
Photographic and Digital Techniques in Printmaking
This foundation level course introduces traditional and experimental approaches to printmaking. It encourages development of imagery and technique, and emphasizes context through the medium. Areas explored include photographic transfer methods, digital imaging, monoprints, silkscreen, and etching. The course is typically offered fall semester. Three credits.

SA 132
Sculpture I
An introduction to three-dimensional form and space, this broad-spectrum studio encompasses the diversity of contemporary sculptural activities, including objects, installations, and site work. Students investigate specific concepts presented by the instructor using a variety of materials including wood, metal, plaster, mixed media, and fabric. Three credits.

SA 133
Photography I
This course covers basic techniques of black-and-white photography, including negative exposure, film development, and print production; development of concepts and theory in photography; relationship of photography to other visual media; and study of historical and contemporary precedents. Three credits.

SA 136
Investigation of Text and Image
How does visual language differ from written language? How do they interact? This introductory studio class considers these and related issues concerning the nature of visual and written language. The course introduces students to the working methods and thought processes of independent artists, and engages students in a dialogue with contemporary artistic, social, and natural and/or political issues under the tutelage of a practicing artist. Typically offered every other spring semester. Formerly listed as SA 113. Three credits.

SA 137
Time Arts
This course uses a wide variety of media to develop and present performance and installation art, emphasizing interconnections with video, computer, telecommunications, photography, film, live performance, music, and sound. It is typically offered every other spring semester. Formerly listed as SA 114. Three credits.

SECOND LEVEL

SA 230
Painting II
This course builds on the experience of Painting I and stresses fluency in paint and the advanced development of technical and expressive skills. It focuses on the generation of ideas as a central component in the process of painting. Individual direction is developed in consultation with the instructor. The course, typically offered in the spring semester, includes individual and group criticism. (Prerequisite: SA 130) Three credits.

SA 231
Printmaking II
This course focuses on the development of technical and conceptual skills as a central component in the process of printmaking, with an emphasis on developing individual direction through studio work, drawing, writing, and research. Students explore intaglio, silkscreen, and painterly methods of mono-printing. The course is typically offered fall semester. (Prerequisite: SA 131) Three credits.

SA 232
Sculpture II
This course builds on the experience of Sculpture I and stresses the advanced development of technical and expressive skills. It focuses on the generation of ideas as a central component in sculpture. Individual direction is developed in consultation with the instructor. Typically offered in the spring semester, the course includes individual and group criticism. (Prerequisite: SA 132) Three credits.

SA 233
Photography II
This course, which builds upon the fundamentals of black-and-white photography learned in SA 133, covers advanced exposure controls, introduces shooting color transparencies, and explores mural-size format and mixed media techniques. The course emphasizes the generation of ideas as the central component in the process of photography. Typically offered spring semester. (Prerequisite: SA 133) Three credits.

SA 235
Advanced Drawing
This course builds upon the experience of SA 12 and stresses advanced development of skills. It focuses on the generation of ideas as a central component in the process of drawing and emphasizes individual direction and inventive drawing through studio projects developed in consultation with the instructor. Typically offered in spring semester, the course includes individual and group criticism. (Prerequisite: SA 12) Three credits.

Capstone Studios

SA 300
Junior Seminar
Open only to juniors majoring in studio art, this course helps students develop a unique body of work representative of their explorations, discoveries, and development. Students regularly read and discuss contemporary and art historical issues and participate in collaborative and solo exhibitions. Visiting artists and critics are a feature of the class. Spring semester only. Three credits.

SA 301
Senior Seminar
Open only to seniors majoring in studio art, students in this course continue to develop a unique body of work representative of their explorations, discoveries, and development. Students regularly read and discuss contemporary and art historical issues and participate in collaborative and solo exhibitions. Visiting artists and critics are a feature of the class. Spring semester only. Three credits.

Special Topics Electives

SA 302
Independent Study
By arrangement with studio faculty, juniors and seniors work independently on specific studio projects. Progress is reviewed through individual critiques. Students regularly read and discuss contemporary and art historical issues. Students must finalize independent studies with the studio program director by the midpoint of the preceding semester. Three credits.

SA 304
Studio Internships
Studio internships are for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to the major design internships as studio assistants to professional artists or for work in museums, galleries, or professional print shops in the metropolitan and regional areas. Internships require faculty sponsorship and departmental approval, and are developed by each student in consultation with the supervising professor. Internships must be finalized with the studio program director by the midpoint of the preceding semester. Three credits.

THEATRE

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Faculty
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Porter
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The theatre program at Fairfield offers students a liberal arts education balanced between the theoretical and practical aspects of the discipline. Students who complete a major or minor concentration in theatre know how to put on a show from conception through strike and have a broad, liberal education. They have had the benefit of instruction from theatre professionals in acting, dance, design, directing, playwrighting, production, and stagecraft, and have studied with teachers specializing in history, literature, and criticism of the stage.

Theatre Fairfield is the production wing of the program. Theatre Fairfield's season of professionally directed and designed plays and musicals is selected each year by students and faculty. A highlight of the theatre program is *Festival*, the biannual showcase of new plays that are written, acted, directed, and designed by students.

Recent productions have included Shakespeare's *Henry IV, Part I; Lend me a Tenor* by Ken Ludwig; the rock-musical *Hair*; Lillian Hellman's *The Children's Hour; Miss Julie and Creditors* by August Strindberg; *The Laramie Project* by Moises Kaufman; and *Steel Magnolias* by Robert Harling. Fairfield also has its own improvisation company, On The Spot, which performs regularly throughout Theatre Fairfield's season. Participation in Theatre Fairfield productions is open to all students at the University, regardless of major or minor.

In helping students become well-rounded theatre people, this program emphasizes the development of good communication skills, which are essential to work in the theatre as well as to all aspects of life. Courses equally stress the development of written, verbal, and artistic abilities. The program also advocates double majors and/or minors with other academic disciplines such as English, psychology, history, philosophy, and modern languages.

Due to the interdisciplinary nature of this program, undergraduate education in theatre is excellent preparation for a career in public relations, communications, advertising, writing or publishing, marketing, education, public service, and law, as well as all facets of the theatre industry.

Students interested in a major or minor concentration in theatre should consult with theatre faculty before beginning the program.

Students participating in Theatre Fairfield productions earn one credit per show for either performance (TA 94 Theatre Fairfield Performance Practicum), or production (TA 95 Theatre Fairfield Production Practicum). Theatre majors must earn a total of three credits in TA 94 or TA 95 each academic year. Theatre minors must earn a total of two credits in TA 94 or TA 95 each academic year.

Requirements

Theatre Major

For a 33-credit major in theatre, students complete the following:

TA 10 Introduction to the Performing Arts	(three credits)
TA 30 Acting I	(three credits)
TA 50 Fundamentals of Technical Production	(three credits)
TA 110 History of Theatre I	(three credits)
TA 111 History of Theatre II	(three credits)
TA 150 Stagecraft I	(three credits)
TA 155 Rendering and Drafting	(three credits)
TA 255 Advanced Design	(three credits)
TA 310 Technique and Theory of Production	(three credits)

A minimum of one additional course in dramatic literature (three credits); the following courses are strongly recommended:

EN 255	Shakespeare
EN 355	Shakespeare I: The Elizabethan Age
EN 356	Shakespeare II: The Jacobean Age
TA 120	American Drama
TA 121	Modern European Theatre

A minimum of one additional course (three credits) chosen from the following:

TA 130	Acting II
TA 153	Makeup and Costume Construction
TA 158	Scene Painting
TA 240	Technique and Art in Directing

Theatre Minor

For an 18-credit minor in theatre, students complete the following:

TA 10 Introduction to the Performing Arts	(three credits)
TA 11 Introduction to Theatre	(three credits)
TA 30 Acting I	(three credits)
TA 50 Fundamentals of Technical Production	(three credits)
TA 150 Stagecraft I	(three credits)

A minimum of one course (three credits) from one of the three areas below:

History and Theory
Dramatic Literature
Playwrighting

Curriculum categories for Visual and Performing Arts - Theatre

History and Theory

TA 10	Introduction to the Performing Arts
TA 110	History of Theatre I
TA 111	History of Theatre II
TA 300	Special Topics Seminars
TA 310	Technique and Theory of Production

Literature

TA 120	American Drama
TA 121	Modern European Theatre
EN 255	Shakespeare
EN 355	Shakespeare I: The Elizabethan Age
EN 356	Shakespeare II: The Jacobean Age

Playwrighting

EN/W 304 Creative Writing: Drama

Performance

TA 11	Introduction to Theatre
TA 30	Acting I
TA 35	Improvised Acting
TA 94	Theatre Fairfield Performance Practicum
TA 130	Acting II
TA 135	Modern and Contemporary Dance
TA 136	Introduction to Jazz Dance
TA 137	Dance in Musical Theatre
TA 138	Folk and Social Dance
TA 300	Special Topics: Advanced Acting; Scene Study; Characterization

Direction

TA 240	Technique and Art in Directing

Design and Technology

TA 50	Fundamentals of Technical Production
TA 95	Theatre Fairfield Production Practicum
TA 150	Stagecraft I
TA 153	Makeup and Costume Construction
TA 155	Rendering and Drafting
TA 158	Scene Painting
TA 255	Advanced Design
TA 290	Stage Management

Internships and Independent Studies

TA 395	Internship
TA 399	Independent Study

Course Descriptions

(A) = Applied Theatre
(H) = Theatre History

TA 10
Introduction to the Performing Arts (H)
This course introduces students to the world of performance including theatre, film, music, dance, puppetry, circus, and performance art by exploring the many facets of the performance experience. The course is strongly recommended for non-majors and students interested in fulfilling a visual and performing arts core requirement. Three credits.

TA 11
Introduction to Theatre (A)
What does the actor really do to prepare for a role? If the audience bursts into applause as soon as the curtain goes up, does that mean they're seeing a good scenic design or is it just a pretty set? Directors have an important title, but what do they really do? These and other questions about producers, designers, critics, and audiences are addressed in this course, where students not only talk about these critical jobs, but also have the chance to perform them. The course is strongly recommended for non-majors and students interested in fulfilling a visual and performing arts core requirement. Three credits.

TA 30
Acting I (A)
This course provides a firm grounding in the use of voice and body for actors and others who wish to develop their communication skills. Most classes are interactive workshops that focus on freeing, developing, and strengthening the voice and body. The course uses techniques derived from Linklater, Berry, Feldenkrais, and Alexander, as well as from dance, yoga and martial arts. Students learn exercises for relaxation and stress reduction as well as proper breathing, centering, and stance. The course includes other exercises devoted to using speech and movement toward creative expression in performance. The class is strongly recommended for people wishing to improve their communication, artistic, and/or presentation skills while fulfilling a visual and performing arts requirement. Three credits.

TA 50
Fundamentals of Technical Production (A)
This class covers the rudiments of the theatrical production. Topics include stage management, prop construction and acquisition, basic costume construction, wardrobe management, lighting implementation, sound and light board operation, and front-of-house management. Three credits.

TA 94
Theatre Fairfield Performance Practicum (A)
Students gain first-hand training in the art of performance under the guidance of theatre professionals. Everyone cast in a Theatre Fairfield production is automatically enrolled in this one-credit practicum; students may not enroll on their own. This course may be repeated. One credit.

TA 95
Theatre Fairfield Production Practicum (A)
Students gain first-hand training in the art of theatre production under the guidance of theatre professionals. Everyone working on a crew of a Theatre Fairfield production is automatically enrolled in this one-credit practicum. Students should consult with theatre faculty regarding placement in stage management, technical, or front-of-house duties. This course may be repeated for elective credit. One credit.

TA 110
History of Theatre I (H)
Theatre serves as a vehicle to consider the social, political, and economic forces that shaped societies and their entertainments. This course surveys theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of the people and times that shaped them. It begins with a consideration of the human need for mimesis and entertainment, and swiftly moves into the fifth-century B.C. and the golden age of Greek drama. Other topics include Roman theatre, medieval religious drama, Japanese theatre, Renaissance spectacle and pageantry, censorship, the advent of women on the stage, and popular theatre forms through the 18th century. The course includes theatre trips. Three credits.

TA 111
History of Theatre II (H)
This course examines 19th- and 20th -century theatre and performance (ballet, modern and postmodern dance, "happening," musical comedy) in the context of the people and societies that shaped them. It begins by examining the impact of technology on the theatrical world and continues to the present day with a consideration of the avant-garde and contemporary forms such as performance art. The course includes theatre trips. Three credits.

TA 120/EN 264
American Drama (H)
This course examines the development of American theatre from the 18th through the 20th centuries, including a study and analysis of the special problems affecting the development and changes in American society as seen through American playwrighting and theatre production. The course meets the U.S. diversity requirement. Three credits.

TA 121
Modern European Theatre (H)
This analysis of the content, form, and style of Europe's most prominent 20th-century playwrights studies their influence on the development of drama to evaluate their relevance to the contemporary scene. The course includes play readings from Ibsen to Pinter. Three credits.

TA 122
Introduction to Asian Theatre (H)
Introduction to Asian Theatre is a survey of major classical and contemporary theatres of Japan, China, India, and Indonesia. Included are traditional plays as well as dance, puppetry, and opera. Students view productions on video and film, read and discuss plays, explore the historical and sociological context which shaped these entertainments, and take at least one field trip to New York City to see a live performance. This course fulfills the world diversity requirement and is cross-listed with the Asian and International Studies programs. Three credits.

TA 130
Acting II (A)
This class explores the art of acting from practical, theoretical, and historical perspectives. Coursework includes movement, voice and sound, focus, observation, how to read and interpret scripts, and characterization in interactive workshops that culminate in classroom performances. The course also includes a historical overview of the discipline and a consideration of the work of major practitioners and theoreticians. (Prerequisite: TA 30 or the permission of the theatre program director) Three credits.

TA 135
Modern and Contemporary Dance (A)
This course explores the movement principles of the major dance figures in the 20th century, including Martha Graham, Doris Humphrey, Hanya Holm, Jose Limon, and Merce Cunningham. Students complete research, compositional assignments, and structured improvisations to support the classroom activity. Overall, students gain a historical perspective of modern dance as an art form and improve their own dance technique in terms of strength, alignment, and flexibility. Three credits.

TA 136
Introduction to Jazz Dance (A)
This course combines dance technique and a historical survey of jazz dance. Students explore jazz dance origins from African and European traditions; their manifestation in the United States through slavery, minstrel shows, and vaudeville; and the development of style through the influences of tap, ballet, and modern dance. Students complete research, compositional assignments, and structured improvisations to support the classroom activity. Three credits.

TA 137
Dance in Musical Theatre (A)
This course explores dance for the popular stage in America. Through investigation of well-known musicals such as *West Side Story, Grease, Guys and Dolls*, and *Oklahoma!* students understand how each musical requires its specific idiom of movement, and how styles, trends, and traditions affect theatre choreography. Students learn the components within an effective musical theatre number as well as gain strength, flexibility, and proficiency in technique. Students complete research, compositional assignments, and structured improvisations to support classroom activity. Three credits.

TA 138
Folk and Social Dance (A)
This course explores dance as social interaction and communal activity. Students discuss and participate in various kinds of folk dances originating from different ethnic cultures and explore their common roots in primitive rituals, religious worship, courtship, recreation, celebration, and therapeutic or healing experiences. The course also explores contemporary forms of ballroom, disco, and club dancing. Students complete research, compositional assignments, and structured improvisations to support classroom activity. Three credits.

TA 150
Stagecraft I (A)
This introduction to the technical aspects of theatre production provides an overview of the physical stage, including the use of scenery, lighting, and design. Students learn basic techniques of set construction and rigging, lighting, and electronics for today's theatre. Students are required to participate in construction and rigging for Theatre Fairfield productions. Three credits.

TA 153
Makeup and Costume Construction (A)
This workshop introduces the basic principles, skills, and techniques of applying theatrical makeup and building costumes. The makeup portion explores two- and three-dimensional makeup techniques including corrective makeup, age makeup, facial hair, and prosthetic makeup. The costume portion focuses on hand and machine sewing techniques, fabrics and fabric modification, and garment construction. The course emphasizes research and script analysis. Three credits.

TA 155
Rendering and Drafting (A)
This practical course introduces the student to the graphic skills of the theatre artist, (drawing, painting, drafting, rendering, model making) and the elements of design. The course emphasizes play analysis for the designer and includes an investigation into the communicative properties of visual images. Three credits.

TA 158
Scene Painting (A)
This workshop introduces the basic principles, skills, and techniques of the scenic artist. Through a series of painting projects, students explore common painting techniques, including marble, brick, wood, and wallpaper. The course gives special attention to matching the paint project to the paint elevation. Students serve as members of the paint crew for a Theatre Fairfield production. This project emphasizes craftsmanship and the ability to work as part of a team in addition to dealing with the time factors of actual production. Research into various techniques, styles, and visual textures supplements hands-on work in the class. Three credits.

TA 240
Technique and Art in Directing (A)
This course for advanced students covers the theory, practice, and history of directing for the theatre. In a workshop/seminar format, students explore various ways of bringing a play script from conception to full production. The course includes sessions in text analysis, working with actors and designers, and the role and responsibility of the director to the overall production. Students direct several in-class scenes and a one-act play that is produced in *Director's Cut*, part of Theatre Fairfield's season. (Prerequisite: TA 130) Three credits.

TA 255
Advanced Design (A)
This practical course fosters the development of visual communication skills, play analysis skills, and sensitivity to the communicative properties of visual images. The course covers scenic, costume, and lighting design, and emphasizes concept development and creative research. (Prerequisite: TA 155) Three credits.

TA 290
Stage Management (A)
The stage manager is responsible for the smooth running of rehearsals and performances, on stage and backstage. This course explores the principles, needs, and organizational requirements of stage management, including scheduling and running auditions, rehearsals, technical rehearsals, and performances. The course considers the proper paperwork needed for clear communication between members of the production team, the promptbook, and backstage safety, as well as personnel management skills. Three credits.

TA 300
Special Topics (H)(A)
Students undertake an in-depth study of a specific problem, period, or style of acting, dance, or other aspect of production conducted by a leading scholar/practitioner in the field. The course is open to invited students only. Three credits.

TA 310
Technique and Theory of Production (H)
This in-depth exploration of theatre aesthetics and production theory centers on study and analysis of the writings and work of such major figures as Antonin Artaud, Peter Brook, Harold Clurman, Edward Gordon Craig, Robert Edmond Jones, Jerzy Grotowski, and Susan Sontag. Students consider what theatre is, can, and should be while studying varying perspectives on theatrical

design, directing, and staging practices. The course also examines contemporary theatre management and administration. The class culminates in group projects that present detailed production books for a selected classic play, including a consideration of style, period, point of view, historical precedent, acting, directing, design, venue, and budget. This is the capstone class for theatre majors but other interested students with sufficient background are welcome. Three credits.

TA 395
Theatre Internship (A)
With faculty sponsorship and departmental approval, students develop internships as assistants to professional theatre designers and managers or with professional theatres, studios, and production companies in the regional/metropolitan area. Internships are also available in the organizational and management areas of Theatre Fairfield. Students interested in becoming interns must consult with theatre faculty well in advance of the desired internship semester. Formerly listed as FA 310. Three credits.

TA 399
Independent Study (H)(A)
Usually open only to students earning a major or minor in theatre, this course allows students to intensively explore stage management, design, or directing under the guidance of a faculty member. Students must have the approval of the theatre faculty before registering for this course. Formerly listed as FA 300. Three credits.

Cross-Listed Courses in Visual and Performing Arts

Inasmuch as the perspectives conveyed by the visual and performing arts stretch beyond disciplinary boundaries, the department cross-lists a few of its courses with other disciplines or programs. Such courses carry the visual and performing arts designation. While visual and performing arts courses do not satisfy visual and performing arts major or minor requirements, they do count toward the general education core requirement in the arts.

VPA 110
Introduction to Russian Culture
This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression and performance. Students revisit Russian painting, architecture, dance, music, and film at pivotal historical junctures, coming to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism, and perestroika. Images serve as the principle gateways to the deeply religious cultural imagination that has never experienced Renaissance and Reformation. Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation, and transformation of multicultural and multiethnic input. The course is cross-listed under Russian and East European studies as RES 110. Students are not permitted to take this course under both designations. Three credits.

VPA 241
Examining the Sixties:
History, Art, and Legacy
This course, offered by two historians who specialize in 20th-century American history, explores the 1960s from the dual perspectives of history and the arts. Political and artistic change happened concurrently in this era, and was often instigated by people who promoted societal change via the creation of art. The course approaches the period as “the long ’60s,” beginning in the early 1950s and ending in 1975 with the U.S. withdrawal of forces from Vietnam. Class sessions combine lecture, discussion, and experiential events as a means of understanding how art and activism worked hand-in-hand. Students may choose to take this course for either visual and performing art or history core credit. Also listed as HI 241. This course meets the U.S. diversity requirement. Three credits.

VPA 345
Representations
This course focuses on “ways of seeing” and the “gaze” that are constructed and maintained in contemporary culture within the concept of representation. The course balances on the margins of textual and visual materials (paintings and films); offers an interdisciplinary theoretical base; examines the presentation and representation of self, subject, and identity as narrative, biography, and autobiography; and focuses on the notion of realism and politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the ways of seeing and by using films and art slides to test these theoretical materials, students critique contemporary notions of seeing and being seen. Cross-listed under English as EN 345. Students are not permitted to take this course under both designations. (Prerequisite: AH 10, AH 11, or AH 12) Three credits.

PROGRAM IN WOMEN'S STUDIES

Faculty

Director
O'Driscoll *(English)*

Coordinating Faculty
S. Abbott, Rodrigues *(Sociology and Anthropology)*
Garvey, Petrino, Rajan, M. Regan, Tomlinson *(English)*
Hohl, Li *(History)*
L. Katz *(Business Law)*

Contributing Faculty
Anderson, Hodgson, Penczer *(Sociology and Anthropology)*
Boquet, Bridgford, Epstein *(English)*
Bucki *(History)*
Crabtree *(Communication)*
Dallavalle, Dreyer, Umansky *(Religious Studies)*
K. Dykeman, T. Dykeman *(Philosophy)*
Fleitas *(Nursing)*
Hill, Sourieau *(Modern Languages and Literatures)*
Marie-Daly *(Applied Ethics)*
Nantz *(Economics)*
Nash *(Music)*

Women's Studies is an interdisciplinary program that focuses on two levels of inquiry, the theoretical and the experiential. The program demonstrates the ways in which cultural assumptions about gender influence the development of personal identity and public roles that consequently affect all social and political structures. By examining women's contributions in such fields as social science, natural science, the arts, business, and literature, the goal of the women's studies minor is to explore the experience of women of all cultures and socioeconomic backgrounds. The program allows female and male students to focus on issues of diversity and alternative perspectives.

Requirements

For an 18-credit minor in women's studies, students complete:

- Five courses, three of which must be gender-focused, and two others, which may be gender-focused or gender-component courses. These five courses must include one of the following:

  EN 338 Gender Theory
  HI 245 Feminism in America
  PO 119 Introduction to Feminist Thought
  PO 320 Seminar in Feminist Theory
  SO 167 Contemporary Media: Race and Gender
  SO 169 Women: Work and Sport

- WS 301 Women's Studies Capstone Seminar after completing the other five courses.

Courses must be chosen from a variety of fields and disciplines. At least one of the five courses must deal with issues of race, class, and ethnicity as well as gender. Gender-focused classes are composed wholly of women's issues; in gender-component classes, at least one-third of the material deals with women's studies issues. A list of gender-focused and gender-component courses is available from the program director.

Courses taken to fulfill arts and sciences core requirements may be used to fulfill requirements for the minor with the permission of the program director.

Courses available for the women's studies minor:

*(*indicates gender-component course)*

Applied Ethics

AE 283	Environmental Justice
AE 297	Eco-feminism
AE 298	Ethics and Feminist Perspectives

Business

BU 325	Law, Women, and Work

Communication

CO 236	Women and Mass Media

Economics

EC 114	The Economics of Race, Class, and Gender in the American Workplace

English

EN 289	Modern Women Writers
EN 335	Gender and Sexuality in Film and Literature
EN 338	Seminar: Gender Theory
EN 340	Seminar on Alice Walker
EN 346	The Woman Question: Early Feminism and 19th-Century Literature
EN 348	Contemporary Women Writers of Color
EN 351*	Writing the Immigrant Experience
EN 353	Gender and Western Values: Literature of Early Modern Europe
EN 354	Love, Gender, Spirituality: Literature of Early Modern England
EN 357	All About Eve
EN 367*	Victorian Poetry and Poetics
EN 371	African-American Women's Writing

EN 385	The New Woman in American and British Literature, 1900 to 1930
EN 392	The City in Literature
EN 398	Women and Fiction: An International Perspective
EN/W309	Topics and Techniques for Women Writers

History

HI 240	The Personal is Political: Women's Activism in the 1960s
HI 245	Feminism in America
HI 246	Excellent Women, Deviant Women
HI 258*	Working People in 19th-Century United States
HI 259*	Working People in 20th-Century United States
HI 263	Inventing Themselves: African-American Women in U.S. History
HI 366	Gender, Culture, and Representation: Women in China and Japan, 1600 to the Present

Modern Languages and Literatures

FR 305	French and Francophone Women Writers
SP 287*	United States-Latino/a Literature

Music

MU 125	Women in Music

Nursing

NS 225	Women's Health

Philosophy

PH 294*	American Philosophy

Politics

PO 119	Introduction to Feminist Thought
PO 220	Seminar on Feminist Theory

Religious Studies

RS 203	Women in Judaism
RS 204	Voices of Medieval Women
RS 237	Christian Feminist Theology

Sociology and Anthropology

AY 168	Women and Men: The Anthropology of Gender
SO 142*	Sociology of the Family
SO 144	Sociology of Sexuality
SO 162*	Race, Gender, and Ethnic Relations
SO 166	Feminism, Gender, and Everyday Life
SO 167	Contemporary Media: Race and Gender
SO 169	Women: Work and Sport

Women's Studies

WS 101	Feminism, Gender, and Everyday Life
WS 299	Women's Studies Internship
WS 301	Women's Studies Capstone Seminar
WS 399	Women's Studies Independent Study

Course Descriptions

WS 101/SO 166
Feminism, Gender, and Everyday Life
Gender – whether we're women or men, whether we're expected to behave in a masculine or feminine fashion – affects many basic issues of all of our lives. This course identifies some of those issues and helps students develop a critical analysis. What is gender? How does it shape our daily lives, from what we wear to what we watch on television? This course gives students an understanding of how everyday concerns are affected by gender and provides a number of different approaches that help to explain them. Students need no prior familiarity with gender or feminist studies. Three credits.

WS 299
Women's Studies Internship
The internship program allows students to gain on-site experience that can be related to the discipline of women's studies. Internship areas include health, publishing, communications, politics, and many other fields. Students consult the program director for a list of internship opportunities before registering for this course. Faculty supervision helps students integrate their experiences with the intellectual foundation acquired in their academic courses. Three credits.

WS 301
Women's Studies Capstone Seminar
Students take his final course in the minor sequence in the junior or senior year after completing the other five required courses. The course integrates feminist approaches across the disciplines, emphasizing the relationship between theory and practice. It is open to seniors only; juniors may enroll with the permission of the program director. Three credits.

WS 399
Women's Studies Independent Study
By arrangement with women's studies faculty, students may choose to work independently on special topics. See the program director for details. Three credits.

The Charles F. Dolan School of Business

Following page: Dr. Norman A. Solomon, dean of the Charles F. Dolan School of Business

A Message from the Dean's Office

Excellence is what the business community demands of its leaders and this is what drives the activities of the Charles F. Dolan School of Business at Fairfield University. Our high quality was recognized in 1997 when AACSB International - The Association to Advance Collegiate Schools of Business accredited our undergraduate and graduate degree programs. Only 25 percent of all business schools are so recognized.

We have achieved this recognition because of the success we have had in educating undergraduate and graduate students to be successful and responsible business leaders dedicated to pursuing excellence. In doing so, we focus on being a worldwide leader in business curriculum innovation. In our undergraduate programs we focus on teaching current best practices for solutions to business problems within the context of a rigorous conceptual framework. We partner with our stakeholders in the business community to provide our programs in a technologically advanced active learning environment. Our active learning environment brings actual organizational problems into the classroom and puts students into actual organizational settings. This approach enables us to create a seamless learning environment that builds on our faculty's excellence in their respective academic disciplines and that also builds on the average of 10 years of business experience each faculty member has in his or her field. Students graduating from the Charles F. Dolan School of Business are thus equipped with state-of-the-art knowledge in current business concepts and practices. Our top-notch programs and faculty are appropriately housed in a building dedicated to the Charles F. Dolan School of Business. The educational facilities available to students in this building and on the entire campus are second to none.

This exciting business learning environment is enhanced by our key geographic location, which puts us in close contact with the more than 40 Fortune 500 headquarters located within 50 miles of Fairfield and close to 100 Fortune 500 headquarters located in New York City and lower Westchester County. In addition, Fairfield County is home to the largest concentration of U.S. headquarters of foreign multinational corporations.

Because we are so highly regarded by the business community, each year the school hosts numerous high level executives - many of them alumni - who visit our classes and share their expertise with our students. Our business degree can be a passport to success in the job market. Our students are widely sought after by top firms upon graduation.

We believe that the Charles F. Dolan School of Business at Fairfield University offers you a tremendous opportunity to complete your undergraduate and graduate business education in a unique academic and professional environment. We look forward to welcoming you!

Norman A. Solomon

Norman A. Solomon, Ph.D.
Dean, Dolan School of Business

CHARLES F. DOLAN SCHOOL OF BUSINESS

Dean
Dr. Norman A. Solomon

Associate Dean
Dr. Bharat Bhalla

Assistant Dean and Director of Undergraduate Students
Aaron Seymour

Department Chairs
Accounting: McDevitt
Finance: Koutmos
Information Systems and Operations Management: G. Campbell
Management: Katz
Marketing: Chaudhuri

Directors
Graduate Accounting Program: Caster
Research: Bradford
International Studies: Kidd

Students in the Dolan School of Business take the general education core curriculum required of all undergraduate students, thus ensuring that they receive a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a business core curriculum that introduces the fields of accounting, statistics, legal environment of business, business ethics, and computer-based information systems. They also complete a unique, three-course sequence emphasizing the important elements and the interdisciplinary relationships of organizational behavior, production and operations, finance, marketing, and international business, with an emphasis on policy and strategic development, particularly in the international setting. The courses create an understanding of the interrelationships of the functional areas in the management of the firm.

The balance of the program depends on the major - accounting, finance, information systems, management, marketing, or international business in the International Studies program - but in every case, it is a tailor-made program designed jointly by students and their faculty advisors. Minors are available to all students in finance, information systems, management, marketing, international business, business law and ethics, and operations management. All members of the business faculty have substantial business experience, which makes them invaluable guides for students choosing a course of study to further specific career goals. The combination of general education and business core courses with those within the major areas of study develops in students the flexibility of mind that is an invaluable asset for the executive.

Students are motivated to continue to grow intellectually and be prepared for graduate study. A broad perspective of society and the proper role of business, based upon an appropriate set of moral values, are emphasized. In consultation with faculty, students follows an approved curriculum that reflects an integrated approach to the study of modern management as well as the student's own career objectives.

Students who enter the University in fall 1999 or later may transfer into the Dolan School of Business from the College of Arts and Sciences, School of Nursing, or University College if their overall grade point average is 2.80 or better.

Major Areas of Study

Accounting

Accounting majors take courses appropriate for careers in public and private accounting, internal auditing, and government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

Finance

Finance majors study the theory and practice of financial management and investments. Additionally, they analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with corporate or governmental organizations. All finance majors are required to take a comprehensive examination in their senior year. The grades are used for quality control and program assessment purposes.

Information Systems

Information systems majors study, in this technologically based program, the analysis, design, development, and management of information systems in organizations. They develop an understanding of the needs of information, its use in the decision-making process, and the procedures by which information is provided to management. This is a limited enrollment program. Transfer students, students admitted as undeclared, or those wishing to change their major may be accepted into it on a competitive basis as space is available.

International Studies – International Business Major
International business majors study the global business environment emphasizing the multinational organizations, economic and political systems, socio-cultural structures, and diversities that have operational significance for international business. Students majoring in international business are part of the International Studies program but are enrolled in the School of Business and must complete all Dolan School of Business international studies requirements.

Management
Management majors study the theory and the practice of management. Emphasis is given to the nature of the management function; the management of people; and the relationship between business and society; and to the behavioral, social, and environmental factors that influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts, which can serve as a rational basis for managerial action. Students may choose one of three concentrations: general management, human resource management or business and society.

Marketing
Marketing majors examine the exchange processes by which consumers and organizations satisfy their needs and wants. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, market research techniques, and the role of marketing on the Internet. Marketing majors may further specialize by choosing one of two concentrations: relationship marketing or integrated marketing communications.

Minor Areas of Study

In addition to the six major areas of study, minors are available in the following areas to all students in the Dolan School of Business. It is the student's responsibility to complete the proper University form to enroll in a minor and to make sure that appropriate copies of the form are filed in both the dean's office and the registrar's office. The form is available from the advisor for the minor area of study. The completion of the minor is subject to the availability of the courses selected.

Accounting
This minor offers students an extensive understanding of accounting content and function in areas of business. It is not designed to prepare a student for the Certified Public Accountant exam.

Business Law, Regulation, and Ethics
This minor offer students a foundation in law and regulation, as well as ethics, applied to the business sector to better understand the social responsibility of business and the interdependent nature of business and society.

Finance
This minor offers students the opportunity to complement their major by studying financial theory and its application to decision-making. The investment and financing decisions of organizations are emphasized.

Information Systems
This minor prepares students for careers requiring some entry-level orientation to business applications, computer programming, and systems design or for positions placing emphasis on systems analysis and project management. The minor complements all major areas within the school by providing students the opportunity to study business operations from a technological perspective.

Management
This minor offers students in the non-management disciplines an opportunity to examine some of the theories, principles, and issues that influence their growth and development as managers in their chosen fields.

Marketing
This minor provides students with a basic foundation in marketing by exposing them to the functions that constitute the marketing discipline, including market research techniques, consumer behavior, and strategic market planning.

International Studies – International Business Minor
This minor prepares students for careers requiring entry-level knowledge of finance, accounting, management, and marketing in an international business. Students may also take more advanced courses in international finance, management,

marketing, and law to in-crease their knowledge in these fields. The minor complements other majors in the School of Busi-ness by putting business operations in a broader international context that includes political and cultural perspectives.

Courses taken in the minor are offered within the International Studies program. (The designation "international business" refers to the program of students enrolled in the Dolan School of Business and the International Studies program.)

Operations Management
This minor leads to an understanding of the central role technical and functional skills play within the global environment to produce quality products and services in business unit operations.

Honors Program
The Dolan School of Business participates in the University Honors Program (described on page 112) for those undergraduates who have distinguished themselves in their studies. Successful completion of the Honors Program is recorded on the graduating student's transcript.

Internship Program

The Dolan School of Business offers optional internships for qualified students. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships. These internships are undertaken for credit and, sometimes, for pay. An on-the-job supervisor and a faculty member monitor student progress. Students interested in internships should discuss arrangements as early as possible with the supervisor of internship programs. Students must have an overall GPA of 2.50 or higher to qualify for the internship program and to be a major in the School of Business.

School Activities/Programs

Complementing the Dolan School of Business's traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich the University community and its various constituencies.

- The Insignis Award for Visionary Leadership and Distinguished Achievement in Business is an annual award established to recognize outstanding business leaders for their fulfillment of the Jesuit concept of *insignis* – to distinguish oneself in a remarkable or extraordinary way. The award is consistent with the goals of The Dolan School of Business to achieve recognition and distinction in creating a business educational experience of the whole person who is socially responsible and prepared to serve others.
- The distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the school. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.

U.S. Naval Reserve Direct Commissioning Program

Fairfield University students majoring in the business disciplines (accounting, finance, information systems, management, and marketing) or economics, who have maintained a minimum 3.0 average and meet other criteria may be eligible to receive a direct commission as an Ensign, Supply Corps, United States Naval Reserve (inactive) upon graduation. Successful applicants incur no active duty obligation other than annual two-week training periods, initially held at The Navy Supply Corps School in Athens, Ga. No drills or classes are required prior to commissioning. Further information is available from the dean of the Dolan School of Business.

Curricula

The curricula in the six major areas of business study – accounting, finance, information systems, international studies/international business, management, and marketing – consist of five parts:

1. general education core curriculum courses
2. business core courses
3. business major requirements
4. business electives
5. free electives

Business majors must schedule, through the office of the dean, a program conference with a faculty advisor in their major area of business study. The faculty advisor prepares a detailed list of requirements that are to be completed, making appropriate choices from the list of available elective courses. The faculty advisor will, where appropriate, develop a student program that permits choosing courses from related majors in the Dolan School of Business as well as appropriate specific courses in the non-business area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield.

The general education core curriculum component includes approximately one-half of the total number of courses to be completed for the B.S. degree in business.

For students entering the Dolan School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are:

General Education Core Curriculum Requirements	60
Business Core Requirements	30
Courses in the Major Field	18
Business Electives	3
Free Electives	12
Total required credits	123

General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, business majors select courses as follows.

Area I: Mathematics and Natural Sciences

- Two semesters of mathematics. One semester each of calculus and statistics is necessary to fulfill this requirement.
- Two semesters of a natural science. Any two courses, except PS 70 Computers in Contemporary Society, in any of the natural sciences fulfill this requirement.

Area II: History and Social Science

- Two semesters of history. HI 30 plus one intermediate-level course is required. CL 115-116 Greek and Roman Civilization may be taken to fulfill this requirement.
- EC 11 Introduction to Microeconomics (satisfies the microeconomics requirement of the business core).
- EC 12 Introduction to Macroeconomics (satisfies the macroeconomics requirements of the business core.

Area III: Philosophy and Religious Studies

- Two semesters of philosophy. PH 10 is required.
- Two semesters of religious studies. RS 10 is required.
- One additional approved course in philosophy, religious studies, or the applied ethics program is required. An approved course from the applied ethics program will satisfy the business ethics requirement of the business core.

Area IV: English and Visual and Performing Arts

- Three semesters of English. EN 11 and EN 12 are required. The third course may be selected from any of the English offerings that have a number designation of 200 or greater. EN/W courses do not meet this requirement. Certain courses offering classical literature in translation also fulfill this requirement. (See listings under Classical Studies program.)
- Two semesters of visual and performing arts. One semester must be in the area of art history; music history; theatre history; or new media film, television, radio history.

Area V: Modern and Classical Languages

- Two semesters (at least at the intermediate level) of any language listed among the offerings of the Department of Modern Languages and Literatures or the Classical Studies program.

Diversity Requirements

All students must complete one U.S. and one world diversity course from a designated list of courses. The courses may be chosen from the University core, business core, major, or electives.

Business Core Requirements

BU 100, or its equivalent, is a prerequisite for all business courses at the 200- and 300-levels. Junior standing or greater is required for all 200-level courses except BU 200, AC 203, and AC 204.

Courses	Credits
[1] AC 11-12 Introduction to Financial and Managerial Accounting	6
IS 100 Introduction to Business Computing	3
[2] Choice of a second calculus, a statistics course or IS 235	3
[2] BU 211 or BU 212 Legal Environment of Business	3
[2] BU 100 Business Decision Making	4
[2] BU 200 Creating a Competitive Advantage	4
[3] BU 225 Business Processes and Information Technologies	3
[4] BU 300 Business Strategy in the Global Environment	4
[2] EC 11-12 Micro- and Macroeconomics	6
[3] AE 291 Business Ethics	3
Total	30

[1] These courses should be completed in the first year.
[2] This course should be completed by the sophomore year.
[3] This course may not be taken until the junior year.
[4] This course may not be taken until the senior year.

Credits for micro- and macroeconomics, and for business ethics are not included in the cumulative business core credits; these courses satisfy the appropriate general education core requirements.

Business Electives

Each of the majors in the Dolan School of Business requires the completion of one business elective course of three credits. This elective course may be taken from any business offering, provided all prerequisites are met.

Free Electives

Each of the majors in the Dolan School of Business requires the completion of four free electives totaling 12 credits. A free elective is a course chosen by students without any restrictions relating to their majors. The department chair for the student's major should be consulted for specifics.

Curriculum Changes

Beginning with the Class of 2007 the business core curriculum has been changed to further enhance the background students receive in each of the functional areas. With these changes students will take FI 101 (3 credits), MG 101 (3), MK 101 (3), OM 201 (3) and MG 300 (3) for a total of 15 credits. These new courses will replace BU 100 (4 credits), BU 200 (4), BU 225 (3) and BU 300 (4).

The Dolan School of Business will also require for matriculation beyond the sophomore year a non-credit course to be taken in the sophomore year that focuses on introducing students to the dynamic business environment and to academic and extracurricular programs in the Dolan School of Business.

Course Descriptions

Courses specific to the departments of accounting (AC), finance (FI), information systems and operations management (IS or OM), management (MG), and marketing (MK) are described in the respective departmental sections that follow. Courses specific to the international studies/international business major are described under international studies in the College of Arts and Sciences section of this catalog. Courses beginning with the letter BU are described below.

BU 100
Business Decision Making
This is the first module of a three-semester course designed to introduce students to the principles of business management in the global environment. It focuses on the concepts that guide the decisions of enterprises on their goals, strategy, structure, and business operations. It discusses environmental analysis, evaluation of strengths and weaknesses, mission definition and other tools of the strategy development process of enterprises. Field projects are an integral element of this course, with the object of giving students early exposure to real-world business operations. Four credits.

BU 120
Environmental Management and Policy
The course provides an opportunity to consider environmental issues and decision-making from a business, economic, and policy perspective. Defining and proposing solutions to domestic and international environmental problems provides for different points of view and approaches that are discussed and debated. The course format combines readings, simulations, cases, in-class discussions, role playing, and presentations. Three credits.

BU 200
Creating a Competitive Advantage
This course builds on the foundations laid in BU 100 to discuss the imperative of creating a competitive advantage in the execution of strategy. It examines the functions of the various business divisions – production, finance, marketing, accounting, human resources, and information systems – in the development and implementation of strategy, and discusses the concepts relevant to their role in business operations. Field projects focus on exercises designed to provide practical experience of business operations. Four credits.

BU 211
Legal Environment of Business
This basic study of the law, legal institutions, and the legal and social responsibility of business includes legal history and legal process, judicial systems, common law, and statutes and regulations, with an emphasis on torts, product liability, contracts, Constitutional law, protection of the environment, employment discrimination and the management of disputes. Three credits.

BU 212
Legal Environment of Business for Accountants
This course examines the broad philosophical as well as practical nature and function of the legal system. Part 1 focuses on an introduction to the legal system, the federal courts, Constitutional law, the United States Supreme Court and the civil process, as well as torts and personal and real property. Part 2 examines the elements of contracts, sales and warranty law. For Accounting majors this course satisfies the business core requirement in legal environment of business. Three credits.

BU 220
Environmental Law and Policy
This course surveys issues arising out of federal laws designed to protect the environment and manage resources. It considers in detail the role of the Environmental Protection Agency in the enforcement of environmental policies arising out of such laws as the National Environmental Policy Act, the Clean Water Act, and the Clear Air Act, among others. The course also considers the impact of Congress, political parties, bureaucracy, and interest groups in shaping environmental policy, giving special attention the impact of environmental regulation on business and private property rights. Three credits.

BU 225
Business Processes and Information Technologies
This course provides the primary exposure to service and manufacturing operations management within the business core curriculum. The course emphasizes collection and use of operational data, as facilitated by information technology. Topics include process modeling, quality management and control, data modeling, decision analysis, technological risk assessment and reconciliation, and project planning and control. Through a series of case studies students apply concepts and models presented in lectures and readings to real-word business situations. (Prerequisites: BU 200 and IS 100; or BU 200, IS 100, and IS 199, which may be taken concurrently) Three credits.

BU 300
Business Strategy in the Global Environment
This is a capstone required course for senior level students in the School of Business, which integrates the business core through the concept of strategic management. It is an opportunity for students to put together all they have learned in their discipline and to see the "big picture" of how business organizations function. The primary goal is to prepare students to think like top managers and to understand that strategic decision-making encompasses all parts of the organization, internal and external, bringing together all disciplines of management. The course includes lectures, readings, cases, and a group project. Prerequisites: Senior status. Completion of business core or permission of the instructor. Four credits.

BU 311
The Law of Contracts, Sales, and Property
This course examines the components of common law contracts including the concepts of offer and acceptance, consideration, capacity and legality, assignment of rights, and delegation of duties as well as discharge of contracts. The course covers Articles 2 and 2A of the Uniform Commercial Code relating to leases, sales of goods, and warranties. The course also considers personal and real property, and bailments. (Prerequisite: BU 211 or 212) Three credits.

BU 312
The Law of Business Organizations and Financial Transactions
This course offers an analysis of legal principles related to the law of agency, sole proprietorships, partnerships, corporations, limited liability companies, and other business forms. The study of

negotiable instruments, bank deposits and collections, suretyship, secured transactions, debtor-creditor relationships, and bankruptcy occupy the second half of the course. (Prerequisite: BU 212) Three credits.

BU 320
Employment Law and Discrimination in the Workplace

This course examines a variety of legal issues related to the workplace including the doctrine of employment at will, employee privacy, and the history and development of labor unions and the legal protections afforded by the National Labor Relations Act. A study of the role of the Civil Rights Act of 1964 and the Equal Employment Opportunity Commission in eradicating discrimination based on race, sex, religion, national origin, age, and disability occupies a major portion of the course. Other employment issues include affirmative action, worker safety, and compensation. This course fulfills the U.S. diversity requirement. Three credits.

BU 325
Law, Women, and Work

This course explores the development of American law relating to women and gender, and its interrelationship with women's status and achievement in the workplace. The course focuses on how social concepts of gender have impacted law and work in the United States. Topics include: the historical context: the "cult of true womanhood," the early feminist challenges, and early protective legislation; Constitutional development of the ideas of gender equality; equal employment opportunity laws; family issues including family leave, pregnancy in the workplace, and benefits protection; current theoretical perspectives of women in work and law; and special issues for women of color, women in blue collar jobs, women in management, and women as entrepreneurs. This course meets the U.S. diversity requirement. Three credits.

BU 330
Law and Small-Business Organization

This course examines legal topics relating to the individual and small-business person, including law of real and personal property and applicable contract law, bailments, public and private land use, insurance, trusts and estates, arbitration and dispute settlement, and personal and business injury claims. (Prerequisites: BU 211 or 212 and junior standing) Three credits.

BU 340
Business Law Seminar

This in-depth analysis of current legal issues relating to American business offers varying topics each semester, including current antitrust and merger policies; defense contracting; new issues in product safety and consumer protection; environmental regulation; comparable worth and other equal employment issues; corporate crime; and computer law. (Prerequisites: BU 211 or 212 and junior standing) Three credits.

BU 350
International Business Law

This course studies international laws and legal, societal, and cultural institutions that impact and regulate business activity throughout the world. The course examines selected examples of laws and legal systems and their relationship to American and foreign business enterprise. (Prerequisite: junior standing) Three credits.

BU 360
Government Policy and the Regulation of Business

This course explores the effects of past and current federal regulatory policies on business and industry, and considers alternatives. It examines in particular the administrative regulation of business and business interaction with such agencies as the Federal Trade Commission, Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Health and Safety Commission, and Food and Drug Administration, among others. Emphasis varies to reflect current business concerns. (Prerequisite: junior standing) Three credits.

BU 391
Seminar in Business Law, Regulation and Ethics (capstone seminar)

This interdisciplinary study of these three aspects of the business environment is cross-listed as AE 391. Topics focus on the interaction of law and ethics, and the regulatory public policy issues in such areas as multiculturalism, work and family, the environment, product safety, international business, and advertising. This course is the capstone experience for students earning a minor in business law, regulation, and ethics. (Prerequisites: AE 291, BU 211, two other courses in either law or applied ethics, or permission of the instructor) Three credits.

Interdisciplinary Sequence of Business Fundamentals

BU 100	Business Decision Making
BU 200	Creating a Competitive Advantage
BU 225	Business Processes and Information Technologies
BU 300	Business Strategy in the Global Environment

DEPARTMENT OF ACCOUNTING

Faculty

Associate Professors
Bradford
Caster
Massey
Poli
Van Hise

Assistant Professors
Kravet
Lyngaas
McDevitt, *chair*
Peck
Weiden

Requirements

Accounting Major

For an 18-credit accounting major, students:

- complete all general and business core requirements,
- complete AC 203 Intermediate Accounting I*,
- complete AC 204 Intermediate Accounting II,
- complete AC 310 Advanced Accounting,
- complete AC 320 Cost Management,
- complete AC 330 Auditing,
- complete AC 343 Federal Income Taxation I, and
- maintain at least a 2.5 average in all accounting courses throughout the program.

**Double majors in accounting and finance may not count AC 203 Intermediate Accounting I for both majors. Therefore, students earning a double major in accounting and finance must take one additional course in accounting and/or finance that is selected in consultation with both department chairs.*

Accounting Minor

For a 15-credit accounting minor, students:

- complete AC 11 Introduction to Financial Accounting,
- complete AC 12 Introduction to Managerial Accounting,
- complete AC 203 Intermediate Accounting I,
- complete AC 204 Intermediate Accounting II,
- complete one 300-level accounting elective course, and
- maintain a 2.5 average in all accounting courses taken in the minor.

Course Descriptions

AC 11
Introduction to Financial Accounting
This course introduces students to financial accounting. Students learn to read and comprehend published financial statements and are introduced to the financial reporting process. Topics include financial statement analysis; accrual accounting; revenue and expense recognition; and accounting for assets, liabilities, and equities. Three credits.

AC 12
Introduction to Managerial Accounting
This course introduces students to managerial accounting and the role of accounting information in managerial decision-making. Topics include a description of basic cost elements; the interrelationship between fixed costs, variable costs, and profit; and methods of accumulating the costs associated with producing products and providing services such as activity-based costing, performance evaluation, and project evaluation. (Prerequisite: AC 11) Three credits.

AC 203
Intermediate Accounting I
This course provides an in-depth study of financial accounting theory and concepts, and the presentation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). The course emphasizes balance sheet valuations and their relationship to income measurement and determination. (Prerequisite: AC 11) Three credits.

AC 204
Intermediate Accounting II
This course continues the in-depth study of financial accounting theory and concepts, and the pres-

entation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP) begun in AC 203. In addition to balance sheet valuation and income measurement issues, the course includes special topics such as earnings per share, accounting for income taxes, leases, and cash flows. (Prerequisite: AC 203) Three credits.

AC 310
Advanced Accounting

This course focuses on accounting for various financial investments, including financial instruments, derivatives, and business combinations. Students also study the role of financial instruments in hedging foreign currency exposures and the complications encountered in financial reporting in a global environment. The seminar-format course requires students to debate controversial issues in accounting and make presentations on the accounting practices of foreign countries. (Prerequisite: AC 204) Three credits.

AC 320
Cost Management

This course focuses on the proactive management of costs and the effect of costs on managers' decision-making and planning and control. Students learn to accumulate costs and assign them to products and services using several different techniques including activity-based costing. They engage in profit planning and resource allocation through the budgeting process. They evaluate organizational performance of cost, profit, and investment centers. Students also discuss the importance of cost in the strategic management of the organization. (Prerequisites: AC 12, AC 203) Three credits.

AC 330
Auditing

This course introduces the audit of financial statements by independent CPAs. It bridges the gap between knowledge of accounting principles and the professional practice of accounting and auditing in the working world. Students learn about the role of auditing in society and the professional standards for behavioral and technical competence. They also study the factors entering into judgments about audit risk and the fair presentation of financial statement assertions. The course presents programs and procedures for defining audit objectives, gathering evidence, making decisions, and exercising professional skepticism. (Prerequisites: senior standing and AC 204) Three credits.

AC 343
Federal Income Taxation I

This course introduces students to income tax, adjusted gross income, deductions from adjusted gross income, itemized deductions, property transactions, filing status and exemptions, passive activity losses, tax credits, and tax computations. The course also includes tax compliance and preparation considerations for individuals. (Prerequisites: senior standing and AC 204) Three credits.

AC 345
Federal Income Taxation II

This course continues the study of taxation begun in AC 343. The topics include formation of the corporation, distributions, liquidations, and reorganizations. The course covers tax return preparation, tax planning, research, and compliance issues throughout, and also includes personal holding companies, Subchapter S corporations, and partnerships. (Prerequisites: senior standing and AC 343) Three credits.

AC 365
Accounting Information Systems

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles using data-flow diagrams and flowcharts. They analyze the accounting information system, identify weaknesses, and recommend improvements to internal control. Students process accounting information through a modern database management application program such as a general ledger package or an enterprise resource planning system. (Prerequisite: AC 12) Three credits.

AC 380
Municipal and Not-For-Profit Accounting

This course examines fund accounting theory and concepts, and the reporting principles promulgated by the Governmental Accounting Standards Board as well as the Financial Accounting Standards Board as they relate to municipalities, healthcare organizations, and universities. (Prerequisite: AC 204) Three credits.

AC 390
Public Accounting Practicum

Students gain practical experience in a public accounting firm. (Prerequisites: admission to the MBA Program in Public Accounting and approval of the program director) Six credits.

AC 391-392
Accounting Internship

Students gain practical experience in accounting. (Prerequisites: accounting major, junior standing, minimum overall GPA of 2.5) Three or six credits.

AC 397-398
Independent Study in Accounting

This course provides students with the opportunity to study and research a specialized topic under faculty guidance. (Prerequisites: accounting major, senior standing, minimum overall GPA of 2.5, and approval of the chair of the accounting department) Three or six credits.

DEPARTMENT OF FINANCE

Faculty

Professors
Bhalla
Conine
Koutmos, *chair*
Tucker

Associate Professors
Hlawitschka
A. Martin
Laopodis

Lecturers
Ford

Requirements

Finance Major

For an 18-credit major in finance, students:

- Complete all general and business core requirements
- Complete AC 203 Intermediate Accounting I*
- Complete FI 210 Principles of Investments
- Complete FI 215 Financial Management
- Complete FI 330 Case Studies in Finance
- Complete any two courses chosen from
  FI 200 Global Capital Markets
  FI 220 Working Capital Management
  FI 240 International Finance
  FI 310 Portfolio Analysis
  FI 315 Futures and Options Markets
  FI 320 Financial Modeling
- Maintain at least a 2.5 GPA in all finance major courses

**Double majors in accounting and finance cannot count AC 203 for both majors. Therefore, students earning a double majoring in accounting and finance must take one additional course in accounting and/or finance that is selected in consultation with both department chairs.*

Finance Minor

For an 18-credit minor in finance, students:

Complete AC 11 Introduction to Financial Accounting

Complete BU 100 Business Decision Making or IL 101 Principles of International Business

Complete FI 210 Principles of Investments

Complete FI 215 Financial Management

Complete two finance courses selected from the following:

FI 200 Global Capital Markets
FI 220 Working Capital Management
FI 240 International Finance
FI 310 Portfolio Analysis
FI 315 Futures and Options Markets
FI 320 Financial Modeling

Course Descriptions

FI 200
Global Capital Markets
With the rate of financial innovation and globalization increasing, financial instruments and institutions are becoming international in nature and scope. This course surveys a variety of financial instruments, institutions, and markets from a global perspective and covers the relationship between financial intermediaries and central banks. Students review use of traditional and new financial instruments in the context of the specific markets they serve. (Prerequisite: BU 100 or IL 101) Three credits.

FI 210
Principles of Investments
This introductory analysis of the determinants of valuation for bonds, stocks, and options stresses the functions of efficient capital markets in developing the return-risk tradeoffs that are essential in the valuation process. (Prerequisite: BU 200) Three credits.

FI 215
Financial Management
This analysis of optimal financial decision-making emphasizes investment, financing, and dividend decisions within the existence of efficient capital markets. (Prerequisite: BU 200) Three credits.

FI 220
Working Capital Management
This examination of the management of current assets and current liabilities emphasizes cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (Prerequisite: BU 100 or IL 101) Three credits.

FI 240
International Finance
This course deals with the international aspects of corporate finance. Topics include foreign exchange with emphasis on exchange rate determination, exchange rate risk management, international money and capital markets, international capital budgeting, cost of capital, and international trade financing. (Prerequisite: BU 100 or IL 101) Three credits.

FI 310
Portfolio Analysis
This course examines individual and institutional portfolio management. The overall model of portfolio analysis separates decision-making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. (Prerequisite: FI 210) Three credits.

FI 315
Futures and Options Markets
This course examines the use of futures and options by financial managers and investors, and covers hedging and speculation. The focus of the course is on financial contracts: currencies and stock indices in the United States and the United Kingdom. (Prerequisite: FI 210) Three credits.

FI 320
Financial Modeling
The course applies financial modeling in a computerized setting predominantly using Excel spreadsheets. The course employs Excel as a tool to perform complex modeling functions including modeling financial statements and investment strategies such as proforma income statements and balance sheets, cash budgeting, IRR, NPV, sensitivity analysis, and foreign exchange analysis. This course may used to meet the requirements for a third math course. (Prerequisite: FI 215) Three credits.

FI 330
Case Studies in Finance
This course examines and applies the principles developed in financial management and investments in a domestic and international context with the objective of integrating finance practice and theory using case studies. (Prerequisites: FI 210, FI 215, and senior status) Three credits.

FI 391-392
Finance Internship
Students take up to two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and complete an internship in their major area. Three or six credits.

FI 397-398
Seminar in Finance
This special program involving independent study and research is also intended for students accepted in an approved internship. (Prerequisite: Open only to seniors with approval by the department chair. Students must have an overall grade point average of 2.5 or better.) Three or six credits.

DEPARTMENT OF INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

Faculty

Professor
K. Martin

Associate Professors
Campbell, *chair*
Chepaitis
He
Lee
Scheraga

Assistant Professors
Huntley
Obando
Tellis

Lecturer
Lewis

Requirements

Information Systems Major

For an 18-credit major in information systems, students:

- complete all general and business core course requirements,
- complete IS 240 Systems Analysis and Logical Design,
- complete IS 310 Systems in Organizations,
- complete IS 320 Systems Design and Implementation,
- complete IS 395 Systems Project,
- complete two electives courses from information systems or operations management offerings, and
- maintain at least a 2.5 average in all information systems and operations management major courses.

Note: IS majors should take IS 135, which is a prerequisite for IS 320, as their third math course in the business core.

Information Systems Minor

Business majors earn a 15-credit information systems minor by:

- completing IS 240 Systems Analysis and Logical Design,
- completing one course in object-oriented programming (IS 135 Introduction to Business Programming or equivalent), and
- completing three elective courses from information systems and operations management offerings.

Non-business majors earn a 15-credit information systems minor by:

- completing IS 100 Introduction to Business Computer,
- completing IS 240 Systems Analysis and Logical Design,
- completing one course in object-oriented programming (IS 135 Introduction to Business Programming or equivalent), and
- completing two elective courses from information systems and operations management offerings.

Course Descriptions

IS 100
Introduction to Business Computing
This course surveys the role of computing in the present business environment, including such topics as hardware, software, networking, and e-commerce. It introduces students to the use of information systems concepts and techniques in solving a wide range of business problems. As an example of problem solving, the student build a database using a database system. Three credits.

IS 135
Introduction to Business Programming
This course introduces students to programming logic and design. Topics include data structures and representation, algorithm development, control structures, object-oriented concepts, file handling, and windows concepts. Business situations provide the basis for course assignments and examples. The course includes weekly programming assignments and a semester project. Formerly IS 235. Three credits.

IS 210
Management Science with Spreadsheets
This course focuses on the modeling and analysis of managerial problems using spreadsheet software and add-ins. Topics include linear programming, integer programming, demand forecasting, decision and risk analysis, and systems simulation. Operations, finance, and marketing problems are set up and solved, and use of "what if" analysis provides further insight into the problems and solutions. (Prerequisites: one course in calculus, one course in statistics, and basic knowledge of spreadsheet software) Three credits.

IS 240
Systems Analysis and Logical Design
Students with information technology skills learn to analyze and design information systems to meet specific business needs. Coverage includes structured and object-oriented methodologies, with an emphasis on current best practices. Students learn to use and apply standard design patterns and a unified modeling language. CASE tools will be used as appropriate. As part of a semester project, students analyze requirements for a workgroup-scale database application, and then architect and evaluate alternative systems that meet the requirements. (Prerequisite: IS 100) Three credits.

IS 245
Business Telecommunications and Networks
Students learn the fundamentals of the telephone system and its relationship to computer networking. Students acquire an understanding of LANs, MANs, WANs, wireless networking, network security, and the international standards and protocols related to networking, and discuss management of small and enterprise networks. Students implement a LAN to connect several computers in a classroom and add a wireless device to that network. Students learn how to evaluate, select, and implement different networking options. (Prerequisite: IS 100) Three credits.

IS 250
Global Information Systems
This course investigates information technologies in a variety of international business environments. The course content includes national infrastructures and discrete information cultures in advanced and developing economies. The social, economic, and political impacts of information technologies outside the United States will be examined, with an emphasis on appropriate systems design and control. The course covers contemporary issues such as privacy, security, the protection of intellectual property, and national information policies extensively. Formerly IS 350. (Prerequisite: IS 100) Three credits.

IS 260
Database Systems
This course introduces the concepts of data modeling, as they apply in the business world, within the context of a client/server environment. It examines the evolution of databases from file systems to modern database management systems. Topics include relational databases, object-oriented databases, and Internet databases, along with the Structured Query Language that is used to create and manipulate databases. Students are also introduced to the architecture of Data Warehouses. Formerly IS 340. (Prerequisite: IS 100) Three credits.

IS 300
Special Topics in Business Computing
In this course students study opportunities and problems created by the increasingly widespread use of computers. They examine new developments and/or current practices in computer and information science. A topic will be selected for thorough study; subject areas may include data structures, recent hardware or software advances, and specialized applications. (Prerequisite: IS 100) Three credits.

IS 310
Systems in Organizations
This course examines links between business strategy and electronic methods of delivering products, services, and exchanges in inter-organizational, national, and global environments. Students explore new business models, the economics of e-business, value chains and value networks, legal and ethical issues, information privacy and security, disaster planning and recovery, and the societal impacts of widespread e-business applications. The course includes an intro-

duction to the technical architecture, technology solutions, and financing required for reliable and effective e-business. Students investigate emergent opportunities, challenges, and industry shifts through interactive team exercises, case studies, and individual research projects and presentations. (Prerequisite: IS 100) Three credits.

IS 320
Systems Design and Implementation
Students with previous logical design experience learn to build enterprise-ready applications using contemporary development tools and methodologies. The centerpiece of the course is a multi-tiered systems development project. Students form collaborating teams, with each team responsible for one or more modules of the completed system. Standard CASE tools and business practices will be used to ensure proper communication and integration across development teams. (Prerequisites: IS 135 and IS 240 with a minimum grade of C) Three credits.

IS 391-392
Information Systems Internship
Students may take two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and complete the internship in their major area. Three or six credits.

IS 395
Systems Capstone Project
This course applies skills that have been learned in the information systems major and the business core. These skills span the areas of project management, systems analysis, systems design, business communication, organizational behavior, software development, operations management, and business processes. Students demonstrate their knowledge by engaging in a student-defined project that provides a business solution for a client. The primary deliverables for the course are a system or a set of alternatives to solve the business problem, along with all related documentation. (Prerequisites: senior status, IS 310, IS 320, and a 2.5 quality point average in the major) Three credits.

IS 397-398
Seminar in Information Systems
This special program involving independent study and research is also intended for students accepted in an approved internship. This course, administered by the Office of the Dean, requires a formal application by the student to the faculty project advisor and the department chair. The course does not count toward fulfilling the requirements for the information systems major, but does count toward meeting University credit requirements. (Prerequisite: Open only to seniors majoring in information systems and approved by the department chair) Three or six credits.

IS 399
Independent Study in Information Systems
Students pursue topics of special interest through independent study, research, and/or completion of an information systems project under the supervision of a full-time faculty member. The department chair and dean must approve the work. The student and a faculty project advisor who agrees to conduct the work according to a mutually agreeable schedule must complete an application form. Once the form is completed and submitted to the registrar, the student may register for the course, which is taught during the fall and spring semesters. If any work is expected to occur at any time other than the semester registered, students must obtain the approval of the faculty project advisor and the department chair prior to commencing of any work. Normally, students completed at least two advanced information systems courses before taking this course. Three credits.

OM 210
Managing the Operations Function
This course continues the examination of the theory and practice of contemporary operations management. The course examines the decisions required to bring a product or service from concept and design to the marketplace; the customer as a framework for this decision; and how quality goods and services can consistently be delivered to the customer. The course emphasizes these decisions and their relevance to the strategic success of the enterprise. (Prerequisites: BU 100, BU 200) Three credits.

OM 225
Operations and Technology Management in a Changing Global Environment
This course examines the ongoing discussion about how to best produce goods and services for the global market. Current issues include the state of trade in high-technology industries and the worldwide movement to "just in time" continuous improvement methods throughout the business enterprise. (Prerequisites: BU 100, BU 200) Three credits.

OM 240
Operations Management Modeling and Analysis
This course explores the quantitative modeling techniques used in strategic and tactical operations management issues, with an emphasis on problem-solving and decision-making processes of supply chain management. Topics include transportation and network models, queuing systems, Markov analysis, optimization models, and forecasting. The course emphasizes computer analysis and interpretation. (Prerequisites: IS 100, BU 225) Three credits.

OM 310
Seminar in Production and Operations Management
In this course students develop an aggregate production plan for a hypothetical firm using basic skills developed in production and operations management. Working as teams, they develop a business plan and simulate the operation of their firm. They study the effect of tradeoffs in key areas, such as capacity, facility location, productivity, quality, and materials control. The teams compete as if they were in an actual business environment by presenting and defending their decisions. (Prerequisites: BU 100, BU 200) Three credits.

OM 340
Service Operations
This course examines service sector industries such as financial services, healthcare, retailing, and education. It focuses on the associated operational challenges related to high labor intensity, variable demand patterns, high degrees of customer contact, and subjectively determined quality. (Prerequisites: IS 100, BU 225) Three credits.

OM 345
Transportation and Logistics
This course introduces students to logistics management and identifies the relationships between logistics and the other functions of the firm, particularly marketing and operations management. The course covers strategic and operational issues in logistics and supply chain management, including logistics and supply chain design, logistics of customer service, transportation management, demand forecasting, inventory management, order processing, warehousing and materials handling, and facility location. The course examines recent developments in logistics, including third party logistics. (Prerequisites: IS 100, BU 100, and junior standing) Three credits.

OM 350
Strategic Management of Technology and Innovation
This course enables students to understand and to manage innovation at the operational and strategic levels of an organization. It integrates the management of market, technological, and organizational changes to provide a framework for improving the competitiveness of firms and effectiveness of organizations. It emphasizes an effective transition from research and development to successful products and services. The course adopts a competence-based approach to technology management and focuses on internal structure as well as external linkages and processes. (Prerequisites: IS 100, and junior standing) Three credits.

INTERNATIONAL STUDIES – INTERNATIONAL BUSINESS PROGRAM

Faculty

Kidd, *director*

Requirements

International Studies – International Business Major
IL 10, AY 130 or AY 150, IL 200, IL 250, IL 300.

Also required as part of the major, 15 credits of electives, including 9 credits in International Business courses and 6 credits from the specified course list in the College of Arts & Sciences.

For all courses in International Studies – International Business see pages 114 to 118.

This major is multi-disciplinary, with the objectives of providing students with an international perspective:

- Making them sensitive to the global interdependence in which they will be living and working;
- Informing them of the similarities and differences between the socio-political and economic environments of different countries; and
- Furnishing them with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The major in International Business is designed to prepare students for careers in multinational organizations, financial institutions, and other service industries, trading organizations, non-profit and government institutions.

International Studies – International Business Minor
The minor offers courses in interdisciplinary areas that will complement the basic discipline in which students are majoring.

The minor consists of an 18-credit program of six courses. The courses for the minor are to be completed in addition to the student's major requirements. The courses included in the program, subject to change, are as follows:

> IL 10, IL 101 or BU 100, IL 200 and IL 250 and two courses with international content from the Dolan School of Business.

DEPARTMENT OF MANAGEMENT

Faculty

Professors
L. Katz, *chair*
Mainiero
McEvoy

Associate Professors
Cavanaugh
Gibson
Scheraga
Schmidt
Tromley

Assistant Professors
Bhattacharya
Tyler

Visiting Assistant Professors
Giapponi
Strauss

Requirements

Management Major

For an 18- or 21-credit management major, students:

- complete all general and business core course requirements,
- complete MG 235 Managing Human Resources for Competitive Advantage,
- complete MG 240 Leading and Managing for the 21st Century,
- complete MG 340[1] Action Learning Module,
- complete MG 345[1] Action Learning Module, and
- select and complete the requirements listed below for one chosen concentration.

[1] *MG 340 and MG 345 are taken simultaneously in the student's senior year. Students must see the coordinator of MG 345 in the semester before taking the course to arrange for their MG 345 structured work experience.*

Concentrations and Area Courses

General Management Concentration

- Complete two Area III courses
  OR
  Complete two courses from any two areas (Area I, II, or III)

Business and Society Concentration

- Complete three Area I courses

Human Resources Concentration

- Complete two courses from Area II
- Complete one course from MG 320, BU 320, BU 325, or Area III

Area I: Business and Society

BU 120	Environmental Management and Policy
BU 220	Environmental Law and Policy
BU 320	Employment Law and Discrimination in the Workplace
BU 325	Law, Women, and Work
BU/ AE 391	Seminar in Business Law, Regulation, and Ethics (capstone seminar)
MG 301	Topics in Business and Society
MG 320	Diversity in the Workplace

Area II: Human Resources

MG 302	Topics in Human Resources
MG 370	Labor Relations
MG 380	Performance, Compensation and Reward
MG 385	Managing People for Global Business

Area III: General Management

MG 300	Topics in Management
MG 350	Entrepreneurship and Small-Business Management
MG 355	Organizational Culture
MG 360	International Management
MG 390	Cross Cultural Management
BU 350	International Business Law

Minors

Management Minor

For a 15-credit management minor, students:

- Complete IL 101 Principles of International Business (arts and sciences majors) or BU 100 Business Decision Making (business majors)
- Complete MG 235 Managing Human Resources for Competitive Advantage
- Complete MG 240 Leading and Managing for the 21st Century
- Complete two other courses from:

BU 120	Environmental Management and Policy
BU 220	Environmental Law and Policy
BU 320	Employment Law and Discrimination in the Workplace
BU 325	Law, Women, and Work
BU 391/ AE 391	Seminar in Business Law, Regulation, and Ethics
MG 300	Topics in Management
MG 301	Topics in Business and Society
MG 302	Topics in Human Resources
MG 320	Diversity in the Workplace
MG 350	Entrepreneurship and Small-Business Management
MG 355	Organizational Culture
MG 360	International Management
MG 370	Labor Relations
MG 380	Performance, Compensation, and Reward
MG 385	Managing People for Global Business
MG 390	Cross Cultural Management

Business Law and Ethics Minor

For an 18-credit minor in business law and ethics, students:

- Complete BU 211 Legal Environment of Business
  OR
  BU 212 Legal Environment of Business for Accountants
- Complete AE 291 Ethics in Business Management
- Complete BU/AE 391 Seminar in Business Law, Regulation, and Ethics
- Complete three courses from the following groups; no more than two courses can be selected from each group.

Group 1

BU 220	Environmental Law and Policy
BU 311	The Law of Contracts, Sales, and Property
BU 312	The Law of Business Organizations and Financial Transactions
BU 320	Employment Law and Discrimination in the Workplace
BU 325	Law, Women, and Work
BU 330	Law and Small-Business Organization
BU 340	Business Law Seminar
BU 350	International Business Law
BU 360	Government Policy and the Regulation of Business

Group 2

AE 281	Ethics of Communications
AE 282	Ethics and the Computer
AE 284	Environmental Ethics
AE 295	Ethics in Law and Society
AE 384	Seminar in Environmental Law, Economics, and Policy

Or other law or ethics courses by permission of the program director.

Course Descriptions

MG 235
Managing Human Resources for Competitive Advantage
This course introduces students to how effective management of people can contribute to firm performance and competitive advantage. The course explores human resource management activities: human resource planning, recruiting, selection, training, performance appraisal, compensation, and labor relations. Through extensive use of cases, simulations, and exercises, students actively learn to implement various human resource management strategies to better serve organizational and employee interests. Three credits.

MG 240
Leading and Managing for the 21st Century
This course prepares students for the task of leading and managing the new organizations in the 21st century. The course begins with an introduction to virtual organizations of the future and presents the organizational designs that will shape workplaces in the new millennium. The course emphasizes the importance of teamwork as an outgrowth of these new organizational designs. Students identify five practices of leadership that are distinguished from management and administration, and are assessed on a variety of questionnaires that illustrate leadership strengths and points for improvement. Organizational behavior topics include delegation, managing conflict, groups and teamwork, power and politics, and organizational culture. Students participate in a day-long team-building program on a Saturday to fulfill course requirements. Three credits.

MG 300
Topics in Management
This course gives students an in-depth understanding of current issues and topics in management. The focus is on the application and analysis of managerial principles in contemporary problem-solving. The faculty member teaching this course constructs course content around current developments in his or her research area. Topics may include decision-making in a chaotic environment; change management; organizational structure and design; health care; social justice; the political and social context of organizations; the consequences of the free market logic; leadership; the environment; diversity and gender; e-business; and managing virtual teams and organizations. Three credits.

MG 301
Topics in Business and Society
This course gives students an in-depth understanding of current issues or topics in the area of business and society. The faculty member teaching this course constructs course content around current developments in his or her research, thus providing students with breaking information about cutting-edge issues in the field and, when appropriate, with an opportunity to participate in the research process. Topics may include business ethics and technology; social and political implications of corporate structure and decision-making; socially responsible investing; and gender constructs and management. (Prerequisites: juniors or seniors with a concentration in business and society or permission of the instructor) Three credits.

MG 302
Topics in Human Resources
This course examines topics in human resource management as they relate to contemporary organizations. The course gives students an in-depth understanding of current issues or topics in the area of human resources, giving special attention to the strategic aspect of human resource management: how human resources can create value for the organization. Topics may include human resource global management; human resource systems; human resource planning; quality of work life; flexible work; diversity; affirmative action; legal aspects of employment; and work-family issues. Three credits.

MG 320
Diversity in the Workplace
This course allows questions to be framed, and answers sought, with regard to the challenge of diversity in the work environment. The course uses readings, exercises, and real-world projects to formulate the following: a definition of diversity; an awareness of its impact on businesses and their managers; the identification of the challenges that diversity presents and the opportunities it allows for even more productive workplace interactions; and the necessary skills, attitudes, and patterns of critical thinking needed for effective leadership in this important area. The course presents issues in the specific real-life context of ethnic, racial, gender, and class groups. This course meets the U.S. diversity requirement. Three credits.

MG 340 and MG 345
Action Learning Module

These courses, which are taken simultaneously in the senior year, combine a structured, supervised work experience with classes that discuss this experience in the light of management theory. The resulting innovative learning process adds a special intensity to the study of the theoretical aspects of management and a grasp of the concrete realities of the business world. Students develop specific and individualized goals in cooperation with a work supervisor and the faculty member teaching the class. These are integrated with learning objectives and in-class work. Students make presentations throughout the semester using their work experiences as living cases. Course readings offer relevant theories that students can appraise and modify using the concrete situations they encounter in business. Students must see the coordinator of MG 345 in the semester before taking the course to arrange for their MG 345 structured work experience. Six credits for the two courses.

MG 350
Entrepreneurship and Small-Business Management

This course raises student awareness of the problems, opportunities, policies, and practices of the small-business enterprise and its unique role in the free enterprise system. The small-business firm is examined from conception of the opportunity to operation of the firm, including the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Participants study case problems of small-business firms. Three credits.

MG 355
Organizational Culture

Organizational culture represents a detour from the reigning computational focus of orthodox management theory. The premise that accountable action, as important as it may be, is but the tip of the organizational iceberg drives this course. The concept of culture, then, is a means for understanding that more happens behind the venerable scenes than meets the eye. To actively probe and engage the immaterial dynamics of organizations is to think of organizations as complex, full of surprises – mysterious even – and is based on the notion that organizations are greater than the sum of their material parts; i.e., better understood as economic and social institutions. Accordingly, this course provides business students/employees with a ticket backstage to where the action is. Three credits.

MG 360
International Management

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm as well as the international economy in relation to business policy; accounting, finance, and marketing decision-making; resource transfer and impact on the host country; business-government relations; and national and international control of the multinational corporation. Students who have taken IL 250 may not take MG 360. (Prerequisites: BU 100, BU 200, and IL 101 or instructor's approval) Three credits.

MG 370
Labor Relations

This course explores questions about the role of labor unions in private and public sector organizations. It covers labor history and government regulation of the union-management relationship, as well as the processes of union organizing, negotiations, and dispute resolution. The course gives special attention to the effect of unions on wages, productivity, profitability, and organizational competitiveness. Three credits.

MG 380
Performance, Compensation, and Reward

This course covers theories and practices for effective compensation management. Topics include strategic perspectives of compensation systems, determining pay structure, job analysis, and job evaluation – design and administration, external pay competitiveness, designing pay levels, employee contributions and individual pay, subjective performance evaluation and merit pay, alternative reward systems, employee benefits, government's role and compliance, pay discrimination, budgets and pay administration, and union role in wages and salary administration. Three credits.

MG 385
Managing People for Global Business

This course prepares students for the new demands of managing human resources in the global business arena. As a result of the globalization of business, human resource management practices such as recruitment, training, compensation, performance management, and employee relations are more complex. Additionally legal and regulatory requirements of foreign countries, cultural differences, expatriate management, and workforce mobility have become important considerations. This course analyzes these complexities along with in depth study of human resources in specific places such as Japan, China, India, Africa, Latin America, and Eastern Europe. This course meets the world diversity requirement. Three credits.

MG 390
Cross Cultural Management
Globalization, the internationalization of markets and corporations, has changed the way modern corporations do business. This course examines major themes and issues in the area of crosscultural management. It focuses on three perspectives: the values, attitudes, and behaviors that are common to a cluster of countries, specific to one country, or specific to a major cultural subgroup or subgroups within one country. It explores what happens when cultures clash, and the need to understand different approaches to do business in a diverse world. This course meets the world diversity requirement. Three credits.

MG 391-392
Management Internship
Students may take two semesters of internship, approved by the department. (Prerequisites: students must have a GPA of 2.5 or higher, have junior standing, and complete the internship in their major area) Three or six credits.

MG 397-398
Seminar in Management
This special program involving independent study and research under faculty guidance is also intended for students accepted in an approved internship. Open only to seniors majoring in management and approved by the department chair. (Prerequisites: students must have an overall grade point average of 2.5 or greater) Three or six credits.

DEPARTMENT OF
MARKETING

Faculty

Professor
Chaudhuri, *chair*

Associate Professors
Cavallo
Ducoffe
Mohan

Assistant Professors
Ligas
Ray

Visiting Assistant Professor
Dresch

Requirements

Marketing Major
For an 18-credit major in marketing, students:

- complete all general and business core course requirements,
- complete MK 211 Strategic Market Planning,
- complete MK 212 Consumer Behavior,
- complete MK 311 Marketing Research,
- complete MK 312 Global Marketing, and
- Complete two more marketing courses as below.

Relationship Marketing Concentration
Complete two courses from the following:
MK 221 Sales and Sales Management
MK 321 Marketing Channels
MK 322 Business to Business Marketing

Integrated Marketing Communications Concentration
Complete two courses from the following:
MK 231 Advertising
MK 331 Media Strategy
MK 332 Public Relations

General Marketing Major
Complete two courses from the following:
MK 221 Sales and Sales Management
MK 231 Advertising
MK 241 Internet Marketing
MK 321 Marketing Channels
MK 322 Business to Business Marketing
MK 331 Media Strategy

MK 332 Public Relations
MK 341 Product Management
MK 342 Contemporary issues in Marketing

Marketing Minor

For a 15-credit minor in marketing, students:

- complete MK 211 Strategic Market Planning,
- complete MK 212 Consumer Behavior,
- complete MK 311 Marketing Research,* and
- complete two courses from the following:
  MK 221 Sales and Sales Management
  MK 231 Advertising
  MK 241 Internet Marketing
  MK 321 Marketing Channels
  MK 322 Business to Business Marketing
  MK 331 Media Strategy
  MK 332 Public Relations
  MK 341 Product Management
  MK 342 Contemporary Issues in Marketing.

**Students should note that statistics is a prerequisite for MK 311.*

Course Descriptions

MK 211
Strategic Market Planning
This course takes the fundamental marketing concepts mastered in BU 100 and BU 200, and applies them to the strategic goals of a variety of business models. Student complete and present a full marketing plan that demonstrates competency in environmental analysis, market segmentation, and the product life cycle. In addition, an extensive review of marketing channels, pricing, communication, and product management prepare students for the in-depth treatment of these areas in other courses. (Prerequisites: BU 100, BU 200, junior standing) Three credits.

MK 212
Consumer Behavior
This course provides students with an understanding of the behavior of consumers in the marketplace, using an interdisciplinary approach that employs concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Topics include motivation, perception, attitudes, consumer search, and post-transactional behavior. (Prerequisite: MK 211) Three credits.

MK 221
Sales and Sales Management
This course helps students learn sales management principles. Effective management of salespeople is critical to business success because many goods and services demand personal contacts to close the sale. To function effectively as managers, students must know how salespeople perform their jobs. In addition, this course emphasizes the role of personal selling, account relationships, territory management, and new technologies in sales management program. (Prerequisite: MK 211) Three credits.

MK 231
Advertising
This course focuses on the many changes that are occurring in the advertising industry and how they influence advertising and promotional strategies and tactics. Designed from an integrated marketing communications perspective, this course emphasizes the importance of coordinating the various promotional mix elements with other marketing activities that communicate with a company's customers. Topics include advertising on traditional media such as television, radio, and magazines, and on non-traditional media such as the World Wide Web; media planning; direct marketing; public relations; sales promotions; and personal selling. (Prerequisite: MK 211) Three credits.

MK 241
Internet Marketing
This course examines the impact of the Internet on traditional methods of doing business and explores uses of the Internet for the marketing of goods, services, information, and ideas. The course pays particular attention to the impact of Internet technology on marketing strategy and practices, and relates Internet technology and e-business to established marketing concepts such as promotion, distribution/logistics, pricing, retailing, marketing research, consumer behavior, and many other product/service decisions. (Prerequisite: MK 211) Three credits.

MK 311
Marketing Research
This course gives students an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. The course emphasizes developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. (Prerequisite: MK 211, a statistics course, and senior standing) Three credits.

MK 312
Global Marketing
This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management, which are experienced in the domestic environment, the course emphasizes cultural, political, geographic, and other factors in different environments. The course focuses on international marketing by firms in other nations as well as American firms. (Prerequisite: MK 211 or IL 101) Three credits.

MK 321
Marketing Channels
This course provides a management focus and managerial framework to the discipline of distribution and channel management, emphasizing the design and management of marketing channels as a key strategic tool in satisfying the needs of the customers in the new millennium. The course integrates theory and practice, and applies them to the decision-making processes. The course also discusses the importance of the Internet as a marketing channel for the distribution of goods and services. (Prerequisite: MK 211) Three credits.

MK 322
Business to Business Marketing
This course examines the characteristics that differentiate industrial from consumer marketing. Topics include nature of industrial demand; buyer characteristics; industrial market research; competitive bidding; selling of industrial products; sales and advertising strategies in marketing to business, government, and non-profit organizations; practices and policies in the distribution of industrial goods. (Prerequisite: MK 211) Three credits.

MK 331
Media Strategy
This course examines the basic processes involved in strategic media planning including budgeting, selecting media forms and media vehicles, media timing, and media audience measurement. Students understand the role of traditional and non-traditional media, as well as new media such as the Internet, as channels for communicating promotional messages to consumers. The course also covers varied media allocation models. (Prerequisite: MK 211) Three credits.

MK 332
Public Relations
This course facilitates the fundamental understanding of audiences: receiving information from them, advertising management of their attitudes and responses, helping to set policies that demonstrate responsible attention to them, and constantly evaluating the effectiveness of all public relations programs. This inclusive role integrates all activities associated with ascertaining and influencing the opinions of a group of people. The course pays increasing attention to the use of electronic technology for messages from fax machines to e-mail to specialized networks in cyberspace. (Prerequisite: MK 211) Three credits.

MK 341
Brand Management
This course focuses on one element in the marketing mix – the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning. (Prerequisite: MK 211) Three credits.

MK 342
Contemporary Issues in Marketing
This seminar on current marketing issues familiarizes students with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases. (Prerequisite: MK 211) Three credits.

MK 391-392
Marketing Internship
Students may take two semesters of internship, approved by the department. (Prerequisites: MK 211, a GPA of 2.5 or better, junior standing, and completion of the internship in their major area) Three or six credits.

MK 397-398
Seminar in Marketing
This is a special program involving independent study and research under faculty guidance. Open only to seniors majoring in marketing and approved by the department chair. (Prerequisites: an overall grade point average of 2.5 or better, MK 211) Three or six credits.

School of Engineering

Following page: Dr. Evangelos Hadjimichael, dean of the School of Engineering

A Message to Students

Welcome to the School of Engineering of Fairfield University where we are devoted to serving students pursuing undergraduate and graduate engineering degrees. The school provides the opportunity for students to combine study with experience and professional practice through industrial internships, offering the prospect for the best in engineering education.

The School of Engineering strives to maintain the highest level of institutional integrity and remains committed to the Ignatian ideals of education, including intellectual rigor, service to others, and service to faith, with the promotion of justice for all as an absolute requirement. In pursuit of this mission, the School commits its resources to the nurturing of the intellectual capital and skills of its students across disciplines, and devotes the material means needed to support a robust working and learning environment. The School's graduates will have mastered theoretical and practical knowledge of engineering skills, and will have acquired additional competencies in communications, critical judgment, social responsibility, and a sense of economic and ethical values.

In the following pages in this catalog you will find an explicit description of the academic goals of each of the engineering areas offered in the School of Engineering. As expected, these goals dictate the curricula and degree requirements. The curricula include a robust core of liberal arts courses – the hallmark of Fairfield's education – that aim to endow our engineering graduates with competencies that transform them into thinking citizens and lifelong learners. Additionally, our ambition in the School of Engineering is to enable all our students to assume positions of technical leadership and professional responsibility, and to achieve full satisfaction in their jobs, or in graduate studies, upon graduation from Fairfield. Furthermore, we train our graduates to become energetic participants in the social change that engineering and technology bring about in the course of time.

On behalf of the entire School of Engineering faculty and staff, welcome. We remain committed to excellence in engineering education.

E. Hadjimichael

Evangelos Hadjimichael, Ph.D.
Dean, School of Engineering

SCHOOL OF ENGINEERING

Administration

Dean
Dr. Evangelos Hadjimichael

Associate Dean
to be announced

Director of Laboratories
Paul Botosani

Program Goals and Assessment

The School of Engineering aims to graduate students with leading-edge engineering skills and additional competencies in oral and written communications and critical thinking who possess a well-developed cultural orientation, an understanding of economic values, and a sense of ethical and social responsibility. The engineering curriculum is balanced on several knowledge areas: science and mathematics, computer science, major engineering field requirements, and engineering design on one hand, and a liberal studies core composed of courses in English, the humanities, social sciences, and the arts, on the other. Of particular note are the first-year courses, EG 31-32 Fundamentals of Engineering, which are designed to introduce first-year students into the engineering mindset – the tools and vision of engineering – and enable them to differentiate among engineering disciplines and their interactions. At the other end of the engineering experience, the team-driven senior project course offers a rigorous learning experience that completes the education of engineering students.

Because the mission of Fairfield's engineering programs is to graduate liberally educated engineers equipped with knowledge and experiential skills to enter successfully the mainstream of industrial/manufacturing activity, the fields of education or government service, or to continue with postgraduate studies, the School of Engineering:

- continually improves the quality and currency of its instructional programs and monitors their outcome,
- equips engineering laboratories with modern and versatile equipment and software applications,
- provides support services – advising, self-paced learning, tutorials – as needed by engineering students,
- maintains a close working relationship with industry to better know its needs and identify new opportunities to serve it, and
- maintains a close relationships with practitioners of the engineering disciplines for input in program development and outcomes assessment.

Engineering class sections are kept small and rigorous. Instructor to student, and student to student interactions are an integral part of the pedagogy. The overriding themes of the educational process in the School of Engineering are:

- teaching centered on active student learning, and
- the assessment of outcomes of student learning measured against the prescribed learning goals of the engineering programs and students' expectations. The process of Assessment and Continuous Quality Improvement in effect in the School of Engineering, constitutes the operational paradigm and encompasses the educational philosophy that motivates innovation and the implementation of best educational practices.

Mentoring

Entering and continuing students meet with academic advisors to design jointly their schedule of courses. Students review their academic records before course registration each semester with assistance from advisors to keep abreast of their progress. The school provides counseling to students immediately upon request so that their academic goals can be achieved efficiently and economically. Department chairs and program directors are actively involved in student advising and mentoring. Practicing engineers are often invited to participate in mentoring of interdisciplinary teams in the final senior project.

Tutoring

Out-of-classroom assistance, provided by engineering faculty members, is available in the school's tutorial center on a daily basis.

Facilities

The offices of the School of Engineering, along with primary laboratory and computer facilities, are located in McAuliffe Hall. Science and additional classroom and computer application facilities are in the Bannow Science Center. A tutorial facility and a reading and reference lounge are also in McAuliffe Hall. The engineering reference and circulating collection is housed in the University's DiMenna-Nyselius Library.

The School's laboratories are well-equipped with modern instrumentation and provide an environment for experiential learning that is closely integrated with classroom learning.

The School of Engineering complements its educational activities through the services of its Web-based facility, www.ffldusoe.edu. A small number of engineering courses are offered online by using an application that allows for real-time virtual classroom interaction.

Transfer Admission

Students with previous studies at other accredited institutions may apply for transfer to the School of Engineering. Credit for work completed elsewhere will be granted for equivalent Fairfield courses, in accordance with Fairfield University guidelines. The transfer student must provide an official transcript of all academic work and a catalog with course descriptions from each institution previously attended.

School Activities/Industrial Relations

Students may join chapters of the American Society of Mechanical Engineers and the Institute of Electrical and Electronic Engineers while at the School of Engineering. Students are encouraged to join these organizations and profit from events sponsored by the chapters.

The School of Engineering maintains direct relations with area industries and manufacturers. These open lines of communication encourage the flow of information and support that keeps the engineering curriculum current and relevant to the environment in industry. These contacts are particularly useful to students in the senior project course where they tackle real-life engineering problems encountered by practicing engineers and become involved in the mainstream of engineering activity.

Undergraduate Programs

The School of Engineering offers undergraduate programs leading to the bachelor of science degree in engineering and the associate degree in engineering, as well as certificate programs in mechatronics, automation, and information technology.

Bachelor of Science in Engineering

Students in this program complete 132 to 134 credit hours, depending on the specific degree, in areas of engineering, science, mathematics, computer science, and the liberal arts.

Students begin their studies with EG 31-32, Fundamentals of Engineering, and complete the degree requirements with the team-based senior project. EG 31-32 is designed to introduce first-year students to important design elements and the tools of engineering and develop their skills in analysis and synthesis, and in teamwork. It further provides the basis for students to select the engineering disciplines most suitable to their skills and career objectives. The senior project caps students' engineering educations by demanding the implementation of engineering design principles and associated skills in designing for functionality, reliability, and economy in real-world projects undertaken by multidisciplinary teams.

All engineering programs include experiential learning in laboratory courses and culminate in a senior project. Students can avail themselves of opportunities for independent study and for internships in local industry. As a rule, the undergraduate curriculum, pursued on a full-time basis, is completed in four academic years.

Students select from three separate paths to earn a B.S. in engineering degree:

1. The full-time traditional program
2. The 3/2 five-year program
3. The part-time evening program

1. The Full-Time Traditional Program

This program leads to a B.S. in

- computer engineering,
- electrical engineering,
- mechanical engineering, or
- software engineering.

As shown in later pages, this course of study encompasses 132 to 134 credit hours, depending on the specific degree, in areas of engineering, science, mathematics, computer science, and the liberal arts. All engineering programs include experiential learning in laboratory courses and culminate in a senior project. Students can avail themselves of opportunities for independent study and for internships in local industry. As a rule, the undergraduate curriculum is completed in four academic years.

2. **The 3/2 Five-Year Program**
   The 3/2 engineering program results in a B.A. from Fairfield University plus a B.S. in engineering from one of Fairfield's four partner institutions: Columbia University, Rensselaer Polytechnic Institute, the University of Connecticut, and Stevens Institute of Technology. Students complete three years of studies at Fairfield in the areas of mathematics, the sciences, humanities and social sciences, and introductory engineering, and two years of specialized engineering studies at one of the partner institutions. Students have the option of several engineering disciplines through the partner schools. In addition to those available at Fairfield, they can opt for aeronautical, chemical, civil, environmental, and nuclear engineering.

   Students in this program with a satisfactory grade point average transfer automatically to a university of their choice among the four partner institutions. During their three years at Fairfield, students in the 3/2 program follow the engineering curriculum at the same pace as students in the traditional full-time program. Should they desire, they may switch from the 3/2 program to the traditional full-time program – and vice-versa – at any point during their studies at Fairfield, without loss of credit or time.

3. **The Part-Time Evening Program**
   This program leads to:
   - a B.S. degree in electrical, mechanical, computer, or software engineering;
   - an associate's degree in electrical or mechanical engineering; or
   - a certificate in mechatronics and/or information technology

   This program allows fully employed individuals to pursue engineering degrees at a pace suited to their circumstances. In most instances, employers provide tuition reimbursement. The technical curriculum requirements for this program are the same as those of the full-time traditional program. However as many as 12 credits of liberal arts courses (one English elective and three in the philosophy/religious studies area) may be waived upon permission from the dean on the basis of lifetime experience or suitable previous education. Advanced engineering classes, offered in the evening, are subscribed by both full- and part-time students.

Major Areas of Study

Specific program goals and curriculum requirements are provided in the sections that follow for each engineering discipline. In general, the curricula consist of four areas:

- major field requirements
- major field electives
- general education core curriculum courses
- general electives

Options of Study

Within each major field of study there are specialized options that can be taken to fulfill special career plans, under advisement from the department chair. Numerous elective courses afford opportunities for students to gain deeper knowledge and skills in areas of their interest.

Associate's Degree in Engineering

Students may earn an associate's degree in electrical engineering or mechanical engineering by completing coursework representative of the first two-year phase in engineering education; curriculum requirements for the associate's degree are approximately one-half those of the B.S. degree. Graduates may continue their studies to the B.S. degree or seek employment immediately upon graduation.

Graduate Programs

The School of Engineering offers three master of science degrees: M.S. in the management of technology, which is offered in conjunction with the MBA program in the Charles F. Dolan School of Business, M.S. in software engineering, and M.S. in Electrical and Computer Engineering. In addition, graduate engineers with special interests may enroll in certificate programs in Client/Server Technology, Advanced Technology, Network Technology, and Mechatronics. For information about these programs, please see the School of Engineering Graduate Catalog, or visit the School's website at www.fffldusoe.edu.

COMPUTER ENGINEERING

Faculty

Associate Professors
Govil
Lyon, *chair*
Ramachandran
Ramsey

Assistant Professors
Angelo
Conti
Corcoran
DeCarli
Guelakis
Weiman
Whiskeyman

Senior Instructors
Raulerson
Reed
Tortorici

Bachelor of Science

Computer engineering students obtain the tools they need to take the lead in creating the next generation of computer technologies. They are immersed in computer science, software engineering, electrical engineering, physics, mathematics, and the liberal arts. Sequences of general and major electives, as well as a senior project, customize the program to the needs of the student. Students are exposed to high-tech areas in three broad computer engineering domains: signal processing, visualization and computer systems. Topics include networking, computer graphics, image processing, multi-media programming, visualization, and display techniques. Students become skilled in object-oriented design while using state-of-the-art facilities. Our close interactions with industry enable our computer engineers to be employed by all sectors of industry, government, and academe. They are active in the areas of hardware and software design and information technologies, and take the lead in the research and development of new computer systems and applications. Demand for computer engineering graduates has been consistently strong and is expected to persist.

Computer Engineering Curriculum (132 credits)

Year 1 – Fall Semester		**Credits**
MA 125	Calculus I	3
PS 15	General Physics I	3
PS 15L	General Physics Lab I	1
EG 31	Fundamentals of Engineering I	3
CS 131	Computer Programming I	3
EN 11	Composition and Prose Literature	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics Lab II	1
EG 32	Fundamentals of Engineering II	3
CS 132	Computer Programming II	3
EN 12	Introduction to Literature and Writing the Research Paper	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
ME 201	Engineering Statics	3
HI 30	Europe and the World in Transition	3
RS 10	Introduction to Religious Studies	3
Total		16

Year 2 – Spring Semester		
MA 228	Calculus IV	3
CS 232	Data Structures	3
CR 245	Digital Electronics Design I	3
CR 245L	Digital Electronics Design I Lab	1
AH 10	Origins and Transformations in Western Art	3
PH 10	Introduction to Philosophy	3
Total		16

Year 3 – Fall Semester		
MA 321	Ordinary Differential Equations	3
CR 310	Voice and Signal Processing	3
PS 222	Modern Optics and Wave Phenomena	3
PS 203	Optics and Lasers Lab	1
CR 246	Digital Electronics Design II	3
Major Elective I		3
Total		16

Year 3 – Spring Semester		
MA 211	Applied Matrix Theory	3
MA 217	Applied Statistics	3
CR 311	Image Processing	3
EC 11	Microeconomics	3
CD 211	Engineering Graphics	3
General Elective		3
Total		18

Year 4 – Fall Semester

CR 320	Computer Networks	3
PS 206	Advanced Optics and Optical Communications Lab	1
CR 390	Senior Project	3
Major Elective II		3
Philosophy Elective		3
Religious Studies Elective		3
Total		16

Year 4 – Spring Semester

CR 325	Computer Graphics	3
English Elective		3
General Elective		3
History Elective		3
Applied Ethics Elective		3
Social Science Elective		3
Total		18

Concentration in Control Systems

The concentration in control systems starts with an understanding of simple electron devices and sensors for open and closed loop systems. It continues with studies of analog and digital control systems and concludes with the design and prototyping of stable control and feedback systems. Students must complete this concentration in the junior and senior year. They may use the two major electives for this purpose. For further depth into this area a student may choose to take MF 361-362 Automation and Robotics I and II.

The courses in the concentration are:

MC 230	Electron Devices and Sensors (Mechatronics)
MC 290	Engineering System Dynamics
MC 300	Feedback and Control Systems
MC 301	Digital Control Systems

Computer Engineering Electives

Electives are shown in groups of two that will deepen a student's knowledge and skills in specific areas of the discipline.

Communications

(Prerequisite: EE 213)

EE 301	Signals and Systems I
EE 350	Communication Systems

Computer Engineering

CR 382	Independent Study Computer Engineering

Computer Science Plan A

(Prerequisites: MA 126, CS 232)

CS 231	Discrete Math
CS 342	Theory of Computations

Computer Science Plan B

(Prerequisite: CS 232)

CS 331	Operating Systems I
CS 332	Operating Systems II

Computer Systems

(Prerequisite: CR 245)

EE 345	Digital Computer Systems
EE 346	Microprocessor Hardware Control Systems

Electronic Devices

(Prerequisite: EE 213)

EE 231-231L	Electron Circuits and Devices, plus Lab
EE 331-331L	Analog Circuits and Systems, plus Lab

Mathematics

(Prerequisite: MA 126)

MA 371	Real Analysis
MA 383	Modern Geometry

Robotics

(Prerequisite: ME 201)

ME 203	Kinematics/Dynamics
MF 361	Automation and Robotics 1

ELECTRICAL ENGINEERING

Faculty

Professors
Botosani
Denenberg

Associate Professors
Govil
Pizzo
Sergent, *chair*
Tsacoyeanes

Senior Instructors
Reed
Wojna

Bachelor of Science

This program is accredited by the Accreditation Board for Engineering and Technology. The first year of this program places major emphasis on the fundamentals of engineering, basic mathematics, and the physical sciences to provide the background for engineering science and design courses. Following preparatory work, the fundamentals of electrical, mechanical, and materials engineering concepts are developed. Advanced courses in electrical and electronic engineering further develop knowledge in this engineering discipline. The program places increasing emphasis on design assignments and offers advanced elective courses that permit students to tailor their programs to specific career objectives. Standard software packages, such as Electronic Workbench, MathCad, and MATLAB Toolboxes, are employed for problem-solving purposes, and electronic design packages such as Xilinx and Viewlogic are used in digital electronic laboratories.

Electrical Engineering Curriculum (134 credits)

Year 1 – Fall Semester		**Credits**
MA 125	Calculus I	3
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering I	3
CS 131	Computer Programming I	3
EN 11	Composition and Prose Literature	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 32	Fundamentals of Engineering II	3
EN 12	Introduction to Literature	3
HI 30	Europe and the World in Transition	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
CH 11	General Inorganic Chemistry	3
CH 11L	General Inorganic Chemistry Lab	1
ME 201	Engineering Statics	3
RS 10	Introduction to Religious Studies	3
Total		17

Year 2 – Spring Semester		
MA 228	Calculus IV	3
EE 221	Frequency Domain Circuit Analysis	3
EE 245	Digital Electronics Design	3
EE 245L	Digital Electronics Design Lab	1
PH 10	Introduction to Philosophy	3
AH 10	Origins and Transformations in Western Art	3
Total		16

Year 3 – Fall Semester

MA 321	Ordinary Differential Equations	3
EE 231	Introduction to Electronic Circuits and Devices	3
EE 231L	Electronic Circuits Lab	1
EE 301	Signals and Systems I	3
ME 241	Principles of Thermodynamics	3
English Elective		3
History Elective		3
Total		19

Year 3 – Spring Semester

MA 217	Applied Statistics	3
EE 331	Analog Electronics Design	3
EE 331L	Analog Electronics Lab	1
EE Major Elective I		3
EC 11	Introduction to Microeconomics	3
Philosophy/Religious Studies Elective		3
Total		16

Year 4 – Fall Semester

EE 321	Electromagnetic Fields	4
EE 390	Senior Project I	3
EE Major Elective 2		3
General Elective		3
Philosophy/Religious Studies Elective		3
Social Science Elective		3
Total		19

Year 4 – Spring Semester

EE 302	Feedback and Control Systems	3
EE Major Elective 3		3
EE 391	Senior Project II	3
CD 211	Engineering Graphics	
General Elective		3
Applied Ethics Elective		3
Total		15

Concentration in Control Systems

Electrical and mechanical systems often require intelligent control systems interfaced with feedback mechanisms. The concentration in control systems starts with an understanding of simple electron devices and sensors for open and closed loop systems. It continues with studies of analog and digital control systems, and concludes with the design and prototyping of stable control and feedback systems. Students must complete this concentration in the junior and senior year. They can use the two major electives for this purpose. For further depth into this area students may choose to take MF 361-362 Automation and Robotics I and II.

The courses in the concentration are:

MC 230	Electron Devices and Sensors (Mechatronics)
MC 290	Engineering System Dynamics
MC 300/ EE 302	Feedback and Control Systems
MC 301	Digital Control Systems

Electrical Engineering Electives

Communications

EE 350	Introduction to Communication Systems and Networks
EE 354	Electro-Optical Data Communications

Computer Engineering

CR 310	Voice and Signal Processing
CR 311	Image Processing
CR 320	Computer Networks

Design

EE 345L	Microprocessor Laboratory
EE 358	VLSI Systems Design
EE 382	Advanced Electrical Project

Digital Signal Processing

EE 304	Signals and Systems II
EE 350	Communication Systems
EE 356	Discrete Time Signals and Systems
EE 356L	Digital Signal Processing Lab

Power Systems

EE 360	Power Systems and Electronics
EE 360L	Power Systems Laboratory
EE 365	Power Systems Analysis

Systems and Controls

EE 325	Microwave Systems

MECHANICAL ENGINEERING

Faculty

Professors
Anekwe
Botosani
Dubrow
Kulpa
Zabinski

Associate Professors
Etemad, *chair*
Chen
DeFranco
Dornfeld
Dukkipati
J. Hoffman
Hunter
Parnes

Assistant Professors
Li
Muccio
Savage
Watson

Senior Instructors
Earnest
Medalis
Wojna

Instructors
Bandini
G. Bauer
McCarroll
McFadden

Bachelor of Science

This program is accredited by the Accreditation Board for Engineering and Technology. After completing the Fundamentals of Engineering course and establishing the mathematical and physical foundations necessary for the study of engineering science, students proceed with the fundamentals of materials science, solid and fluid mechanics, heat transfer, machine design, electrical systems, and system dynamics. Advanced elective courses in mechanics and material science, control systems, mechatronics, turbomachinery, energy conversion, design, and manufacturing are pursued toward career goals. A team-based senior project completes the technical education. The mechanical engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities. A concentration in manufacturing engineering is available in this program, with a focus on robotics and automation, product and process design, and manufacturing systems.

Mechanical Engineering Curriculum (134 credits)

Year 1 – Fall Semester		Credits
MA 125	Calculus I	3
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering I	3
AH 10	Origins and Transformations of Western Art	3
EN 11	Composition and Prose Literature	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 32	Fundamentals of Engineering II	3
CD 211	Engineering Graphics I	3
EN 12	Introduction to Literature	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
ME 201	Engineering Statics	3
ME 205	Strength of Materials I	3
ME 206L	Mechanics Lab	1
CH 11	Inorganic Chemistry	3
CH 11L	Inorganic Chemistry Lab	1
RS 10	Introduction to Religious Studies	3
Total		17

Year 2 – Spring Semester		
ME 228	Calculus IV	3
ME 203	Kinematics and Dynamics	3
MF 207	Materials Science	3
ME 306	Strength of Materials II	3
ME 307L	Dynamics Systems Lab	1
EC 11	Introduction to Microeconomics	3
Total		16

Year 3 – Fall Semester		
MA 321	Ordinary Differential Equations	3
ME 241	Principles of Thermodynamics	3
EE 213	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab I	1
ME 311	Machine Design	3
HI 30	Europe and the World in Transition	3
Total		16

Year 3 – Spring Semester		
ME 342	Applications of Thermodynamics	3
ME 347	Fluid Mechanics	3
ME 348L	Thermal and Fluids Lab	1
Major Elective I		3
PH 10	Introduction to Philosophy	3
History Elective		3
Applied Ethics Elective		3
Total		19

Year 4 – Fall Semester		
MC 290	Engineering Dynamics	3
ME 349	Heat Transfer	3
ME 350L	Energy Transfer Lab	1
ME 390	Senior Project I	3
General Elective		3
Major Elective II		3
Total		16

Year 4 – Spring Semester		
ME 391	Senior Project II	3
General Elective		3
Philosophy Elective		3
Religious Studies Elective		3
Social Science Elective		3
English Elective		3
Total		18

Concentration in Manufacturing

Students interested in pursuing a basic background in manufacturing engineering can take a five-course concentration that focuses on manufacturing systems and processes. Students are required to take the three core requirements shown below, and have a choice of two elective courses. The electives allow an introduction to automation and robotics. Other electives give the student background in product planning and control, as well as advanced materials and processes. In order to complete the concentration in the junior and senior year, students must use the two major electives, the two general electives, and are not required to take ME 342. All other courses are the same as required for the mechanical engineering program.

Manufacturing Engineering Core

MF 351	Manufacturing Systems I
MF 352	Manufacturing Systems II
MF 354	Product and Process Design for Manufacturing

Manufacturing Engineering Electives

MF 307	Advanced Engineering Materials and Processes
MF 355	Product Planning, Control and Forecasting
MF 361	Automation and Robotics I
MF 362	Automation and Robotics II

Concentration in Control Systems

Electrical and mechanical systems often require intelligent control systems interfaced with feedback mechanisms. The concentration in control systems starts with an understanding of simple electron devices and sensors for open and closed loop systems. It continues with studies of analog and digital control systems, and concludes with the design and prototyping of stable control and feedback systems. Students must complete this concentration in the junior and senior year. They can use the two major electives for this purpose. For further depth into this area a student may choose to take MF 361-362 Automation and Robotics I and II.

The courses in the concentration are:

MC230	Electron Devices and Sensors (Mechatronics)
MC290	Engineering System Dynamics
MC300	Feedback and Control Systems
MC301	Digital Control Systems.

Mechanical Engineering Electives

Mechanics and Material Science

ME 327	Engineering Fracture Mechanics
MF 307	Advanced Engineering Materials and Processes
ME 318	Finite Element Analysis I
ME 319	Finite Element Analysis II
ME 312	Advanced Machine Design
ME 280	Biomechanics

Mechatronics

MC 230	Electron Devices for Mechatronics
MC 300	Feedback and Control Systems
MC 301	Digital Control Design
MC 390	Introduction to Mechatronics
MC 302L	Motion Control Systems Lab
MC 396	Mechatronics Applications

Energy Systems

ME 360	Internal Combustion Engines
ME 362	Turbomachinery
ME 346	Energy Conversion

Design and Manufacturing

ME 312	Advanced Machine Design
MF 307	Advanced Engineering Material and Processes
MF 351	Manufacturing Systems I
MF 352	Manufacturing Systems II
MF 354	Product and Process Design for Manufacturing
MF 355	Product Planning, Control, and Forecasting
MF 361	Automation and Robotics I
MF 362	Automation and Robotics II
CD 212	Engineering Graphics II
CD 215	Graphic Design CATIA I
ME 382	Independent Study, Advanced Mechanical Project

SOFTWARE ENGINEERING

Faculty

Professor
Hills

Associate Professors
Curry
Joy, *chair*
Nori
Ramachandran
Ramsey

Assistant Professors
Angelo
Corcoran
DeCarli
Guelakis
Weiman
Whiskeyman

Senior Instructors
Galasso
Kamhi
Keegan
Kingston
Tortorici
Williams

Instructors
Carpenter
Marquis
Patel

Bachelor of Science

The goal of this program is to provide students with a solid understanding of a broad range of disciplines that are the foundation of software engineering. These include the fundamental concepts of computing, and the skills and abilities to apply these concepts in industrial, business, and other complex problems in order to produce software solutions. To meet this goal, students learn how to apply key engineering principles and mathematical models to application development projects. The program emphasizes the complete lifecycle of the software development process. Students learn how to design, develop, test, and deploy software using rigorous software engineering practices. They are taught how to leverage technology to create flexible and scalable applications and to address the challenges that arise during the development process. Also, the program exposes students to a range of other disciplines, such as the physical sciences, social sciences, economics, and business so they gain an understanding of the real world scenarios that make up the software engineering environment. Theoretical courses are supported by rigorous laboratory tasks. Advanced elective courses are offered that permit students to tailor the program to specific career objectives or specializations.

Software Engineering Curriculum (132 credits)

Year 1 – Fall Semester		Credits
MA 125	Calculus I	3
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering I	3
CS 131	Computer Programming I	3
EN 11	Composition and Prose Literature	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 32	Fundamentals of Engineering II	3
CS 132	Computer Programming II	3
EN 12	Introduction to Literature	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
Science Elective		4
CS 232	Data Structures	3
EC 11	Introduction to Microeconomics	3
RS 10	Introduction to Religious Studies	3
Total		16

Year 2 – Spring Semester		
MA 231	Discrete Mathematics	3
SW 220	Applications in Software Development	3
HI 30	Europe and the World in Transition	3
Social Science Elective		3
PH 10	Introduction to Philosophy	3
Business/Management Elective		3
Total		18

Year 3 – Fall Semester		
SW 355	Database Management Systems	3
SW 201	Software Design I	3
Programming Elective I		3
English Elective		3
Major Elective		3
History Elective		3
Total		18

Year 3 – Spring Semester		
MA 217	Applied Statistics and Probability	3
SW 202	Software Design II	3
Programming Elective II		3
Computer Theory Elective		3
Applied Ethics Elective		3
Total		15

Year 4 – Fall Semester		
SW 345	Introduction to Networks	3
SR 390	Senior Project I	3
Major Elective II		3
General Elective		3
AH 10	Origins and Transformations of Western Art	3
Total		15

Year 4 – Spring Semester		
SW 304	Internet Development	3
SR 391	Senior Project II	3
Visual and Performing Arts Elective		3
General Elective		3
Religious Studies Elective		3
Philosophy Elective		3
Total		18

Software Engineering Electives

Electives will be chosen under advisement of department chair or academic advisor.

Computer Theory Elective

Computer theory electives may be chosen from any qualifying course offered in the Computer Science Department, including, but not limited to

CS 321	Data Communications
CS 322	Computer Architecture
CS 331	Operating Systems I
CS 342	Theory of Computation
CS 353	Principles of Compiler Design
CS 355	Artificial Intelligence

Programming Electives I and II

Two semesters of programming in two different languages not already taken by the student for example:

- SW 211 Computer Programming with VB SW
- SW 227 Object-Oriented Programming with C++

Business/Management Elective

Any qualifying course offered in the Charles F. Dolan School of Business or the M.S. in Management of Technology program.

PART-TIME EVENING PROGRAM

Bachelor of Science Degree in Engineering

The technical curriculum requirements for the B.S. in Engineering degree are the same as those in the full-time program. As indicated earlier, however, as many as 12 credits of liberal arts courses (one English elective and three in the philosophy/religious studies area) may be waived on the basis of documented lifetime experience or suitable previous education, and upon review and permission from the Dean.

ASSOCIATE DEGREES IN ENGINEERING

Associate in Engineering Degree

In addition, the Associate in Engineering degree program can be completed on a part-time basis. The curricula for the associate's degree programs in Electrical and Mechanical Engineering are outlined below.

Associate's Degree in Electrical Engineering

The requirements amount to approximately one-half of those for the B.S. degree in electrical engineering.

Electrical Engineering Curriculum (65 credits)

Year 1 – Fall Semester		Credits
MA 125	Calculus 1	3
PS 15	General Physics I	3
PS 15L	General Physics Lab I	1
EG 31	Fundamentals of Engineering I	3
CS 134	Computer Programming w/Java	3
EN 11	Composition and Prose	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics Lab II	1
EG 32	Fundamentals of Engineering II	3
EN 12	Introduction to Literature	3
HI 30	Europe and the World in Transition	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
EE 213	Introduction to Electric Circuits	3
EE 213L	Electrical Engineering Lab	1
CH 11	General Inorganic Chemistry	3
CH 11L	General Inorganic Chemistry Lab	1
ME 201	Engineering Statistics	3
EC 11	Introduction to Microeconomics 3	
Total		17

Year 2 – Spring Semester		
EE 221	Frequency Domain Circuit Analysis	3
EE 245	Elements of Digital Systems	3
EE 245L	Electrical Engineering Lab	1
MF 207	Materials Science	3
Major Elective		3
General Elective		3
Total		16

Associate's Degree in Mechanical Engineering

The requirements amount to approximately one-half of those for the B.S. degree in electrical engineering.

Mechanical Engineering (66 credits)

Year 1 – Fall Semester		Credits
MA 125	Calculus I	3
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering I	3
HI 30	Europe and the World in Transition	3
EN 11	Composition and Prose Literature	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 32	Fundamentals of Engineering II	3
CD 211	Graphics I	3
EN 12	Introduction to Literature	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
ME 201	Engineering Statics	3
ME 205	Strength of Materials I	3
ME 206L	Mechanics Lab	1
EE 213	Introduction to Electric Circuits	3
EE 213L	Electrical Engineering Lab I	1
RS 10	Introduction to Religious Studies	3
Total		17

Year 2 – Spring Semester		
ME 203	Kinematics and Dynamics	3
ME 306	Strength of Materials II	3
ME 307L	Dynamics Systems Lab	1
CH 11	Inorganic Chemistry	3
CH 11L	Inorganic Chemistry Lab	1
MF 207	Material Science	3
General Elective		3
Total		17

3/2 ENGINEERING PROGRAM

Engineering students in this program complete a three-year course of study at Fairfield University encompassing the areas of science, mathematics, the liberal arts, and introductory engineering courses, before transferring to a school of their choice among Columbia University, Rensselaer Polytechnic Institute, the University of Connecticut, and the Stevens Institute of Technology, where they complete their engineering studies in two additional years. This five-year course of study leads to a B.A. degree from Fairfield University and a B.S. in Engineering from the school of the student's choice. The three-year Fairfield component of this program includes:

Year 1 – Fall Semester		**Credits**
MA 125	Calculus I	3
PS 15	General Physics I	3
PS 15L	General Physics I Lab	1
EG 31	Fundamentals of Engineering I	3
PH 10	Introduction to Philosophy	3
EN 11	Composition and Prose Literature	3
Total		16

Year 1 – Spring Semester		
MA 126	Calculus II	3
PS 16	General Physics II	3
PS 16L	General Physics II Lab	1
EG 32	Fundamentals of Engineering II	3
RS 10	Introduction to Religious Studies	3
EN 12	Introduction to Literature	3
Total		16

Year 2 – Fall Semester		
MA 227	Calculus III	3
ME 201	Engineering Statics	3
ME 206L	Mechanics Lab	1
CS 131	Computer Programming I	3
EE 213/ PS 212	Introduction to Electric Circuits	3
EE 213L	Electric Circuits Lab	1
Religious Studies Elective		3
Total		17

Year 2 – Spring Semester		
MA 228	Calculus IV	3
ME 203	Kinematics and Dynamics	3
CS 132	Computer Programming II	3
EC 11	Introduction to Microeconomics	3
HI 30	Europe and the World in Transition	3
English Elective		3
Total		18

Year 3 – Fall Semester		
MA 321	Ordinary Differential Equations	3
CD 211	Engineering Graphics	3
CH 11	Inorganic Chemistry	3
CH 11L	Inorganic Chemistry Lab	1
History Elective		3
Applied Ethics Elective		3
Total		16

Year 3 – Spring Semester		
Engineering Elective		3
Social Science Elective		3
AH 10	Origins and Transformations in Western Art	3
Two General Electives		6
Philosophy Elective		3
Total		18

Special Requirements:

- MA 311 Partial Differential Equations is strongly recommended for students in the 3/2 Program.
- Students who intend to major in electrical or computer engineering must take a C++ or Java programming course and CR 245/EE 245, Digital Electronics Design I.
- Students who intend to major in chemical engineering must take CH 12 and CH 12L Organic Chemistry and Organic Chemistry Lab.
- Columbia University requires one semester of economics.
- The University of Connecticut has a foreign language requirement which may be fulfilled at Fairfield or on their campus.
- Students who intend to transfer to Columbia, RPI, or Stevens must also take thermodynamics (ME 241/PS 241) and, if possible, PS 285 Modern Physics

COURSE DESCRIPTIONS

Courses offered through the School of Engineering are described below. Course descriptions for all other required courses in mathematics, physics, computer science, humanities, and fine arts can be found in the appropriate departmental listing under the College of Arts and Sciences section of this catalog.

EG 31 and EG 32
Fundamentals of Engineering
This two-course sequence begins with a brief historical survey of engineering and technology, and an examination of current key technologies and trends in engineering disciplines as well as paths to an engineering career. The courses provide core engineering knowledge and competencies to engineering students in their first year. Topics include computer-based computational skills, principles of engineering design, data acquisition and management, probability and statistical analysis of data, implementation of engineering projects, reverse engineering and macro-engineering. EG 32 emphasizes hands-on team projects designed to introduce students to the implementation of principles of design and engineering methodologies, value-based engineering, and communication skills. Guest presenters and field trips augment these courses, which are taught by interdisciplinary faculty teams. (Co-requisite: PS 15, PS 16) Six credits.

EG 174
Engineering Economy
This course presents the fundamental concepts of engineering economic analysis. The course develops the tools required to resolve engineering problems by applying criteria for economic efficiency, including present worth analysis, annual cash flow analysis, and rate of return analysis, as applied to engineering problems. The course also demonstrates the complex effects of depreciation, income tax, and inflation on economic analysis. (Prerequisites: MA 26, EC 11) Three credits.

Engineering Graphics and CAD

CD 10
Computer Aided Drafting
This overview of AutoCAD 2D basic functions explains floppy disk storage, functional hierarchy, functional keys, menus, prompts, filing a model, and calling a model. Elements include points, lines, circles, windowing, deleting, cornering, offsetting, line types, arrows, notes, and dimensioning. The course applies CAD to engineering drawings and is designed for students with credit for manual drafting who are advancing to CD 212. One credit.

CD 111
Technical Graphics, CAD I
This basic course in engineering technology graphics coordinates and is taught simultaneously with CAD, board work, and technical sketching. Three credits.

CD 112
Technical Graphics, CAD II
This continuation of CD 111 examines technical graphics, introducing descriptive geometry and advanced CAD. (Prerequisite: CD 111 or CD 10 with drafting equivalent) Three credits.

CD 211
Engineering Graphics I
This basic course in engineering graphics coordinates and is taught simultaneously with 2D AutoCAD application. Board work covers geometric constructions, theory of orthographic projection, perspective and visualization, dimensioning, tolerancing, sections, assembly drawing, and geometric tolerancing. The course stresses esthetics and technical sketching. For a description of CAD component, see CD 10. Three credits.

CD 212
Engineering Graphics II
This course, which uses the most up-to-date version of AutoCAD software, begins with an overview of computer-aided drafting, covering the fundamentals in orthographic projection; the creation, modification, and manipulation of geometry in the two-dimensional and three-dimensional environment; dimensioning; layering; and view and world coordinate systems. The course includes wire frame and solid model construction and the application of CAD to engineering drawings. Three credits.

CD 213
Graphic Science and Design
(3-D CAD with CADKEY)
Introduction to 3-D CAD using CADKEY and IBM compatible personal computers. Three-dimensional design topics include display manipulation, level management, view coordinates and world coordinates, construction modes, depth, construc-

tion planes, wire frame model construction, introduction to solids, and process and design for the real world. Two credits.

CD 215
Graphic Design CATIA I
This course uses the latest version of CATIA three-dimensional software. It introduces the basic functions of CATIA, beginning with simple wire frames and progressing through solid modeling and drawing creation. The concept of a "virtual" part is stressed. Most of the course involves building virtual parts in wire frame and solids. This course uses an industry-developed curriculum that has been modified to serve student needs. Three credits.

Computer Science

CS 111
Computer Programming I (VB)
This overview of computer organization and hardware introduces the theory of programming: structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance, and programming applications in terms of Microsoft's Visual Basic. Three credits.

Descriptions of the following three-credit courses and their prerequisites can be found under the Computer Science Department in the College of Arts and Sciences section of this catalog:

CS 131-132	Computer Programming I and II
CS 134	Computer Programming with Java
CS 221	Computer Organization and Assembler
CS 232	Data Structures
CS 233	Introduction to C++ Programming
CS 322	Computer Architecture I
CS 331-332	Operating Systems I and II
CS 342	Theory of Computations
CS 353	Principles of Compiler Design

The above CS courses are included in the curricula of Computer Engineering and Software Engineering.

Computer Engineering

CR 245
Digital Electronics Design I
Topics in this foundational course include basic digital design principles; Boolean algebra; combinational logic design with gates, MSI, large scale integration; sequential logic design; register, counters; memory; and programmable logic devices. Students learn to write, implement, and simulate elementary digital design; the course culminates by enabling students to design and implement finite-state machines. Three credits.

CR 245L
Digital Design I Laboratory
This lab course covers the practical aspects of digital logic design. Students design and implement logic circuits using simulators and hardware, and techniques taught in CR 245. Students use state machines to implement open-ended design problems. (Co-requisite: CR 245) One credit.

CR 246
Digital Electronics Design II
This course examines computer architecture implemented using a hardware design language and programmable logic devices. Students design, implement, and program small reduced-instruction-set-computer machines. Students understand central processing unit architecture and the VHDL language and implement and program a central processing unit using VHDL. Student knowledge of the basics culminates in being able to design and implement programmable finite-state machines. (Prerequisite: CR 245) Three credits.

CR 310
Voice and Signal Processing
This course supports the signal processing and computer systems domain and offers an overview of digital audio and its application, including the current state of streaming audio on the Internet and digital audio processing fundamentals. Students apply the theories of sampling, spectra, fast Fourier transform class, convolution and frequency space processing, and compression and one-dimensional streaming, applying the theories by creating programs that read process and write audio streams. Students are exposed to the elements of multimedia network delivery of data and learn about a wide class of fast Fourier transform algorithms and elementary sound synthesis. (Prerequisites: CS 232, MA 126) Three credits.

CR 311
Image Processing
This first course in image processing includes image algebra, arithmetic operations, Boolean operations, matrix operations, achromatic and colored light, selecting intensities, gamma correction, chromatic color, psychophysics, color models, color space conversion, low-level pattern recognition, theory of two-dimensional fast Fourier transform class, two-dimensional convolution and frequency space processing, compression and two-dimensional streaming, and multi-resolution multimedia network streaming. They learn about a wide class of transforms, including Wavelets, DCT, the PFA, FFT, and others. This course requires substantial programming effort and

emphasizes good software engineering practices. Students write image processing applications. (Prerequisite: CR 310) Three credits.

CR 320
Computer Networks
Students learn the principles of network programming, operating system elements, multi-threading, command-line interpreters, and monitors. Students write their own operating system, implemented in Java, using a virtual machine, and add new system commands to the JAVAOS. Students deploy a custom-built, distributed, multi-platform, thin-client operating system. (Prerequisite: Data Structures in Java, CS 232, MA 217) Three credits.

CR 325
Computer Graphics
This course supports the visualization and computer systems domain, offering a unified introductory treatment to two-dimensional and three-dimensional computer graphics concepts. Topics include human-computer interfaces using the abstract window toolkit, applied geometry; homogeneous coordinate transforms; Bezier curves, Bernstein basis polynomials, Hermite polynomials, B-Spline curve fitting. Rendering topics include z-buffer algorithm, painter's algorithm, raytracing, and texture mapping. (Prerequisites: CS 232, MA 211) Three credits.

CR 382
Independent Studies in Computer Engineering
This course includes supervised reading and research. Two to three credits.

CR 390-391
Senior Project
This is the capstone of a student's experience in the Computer Engineering Department. Many of the courses in the curriculum are geared to prepare students for the computer engineering and research skills that this final two-semester sequence requires. Three credits per semester.

Electrical Engineering

EE 213
Introduction to Electric Circuits
This course introduces engineering students to the analysis of linear electric circuits. The course covers the basic laws of circuit behavior and analysis techniques, including descriptions of circuit elements and electronic variables, and considers circuit theorems and principles for insightful analysis of electrical circuits. The course introduces basic concepts and analysis of two-port networks. (Prerequisites: PS 16, PS 16L) Three credits.

EE 213L
Electric Circuits Lab
Students use common electrical laboratory instruments (oscilloscopes, meters, and signal generators) and elemental circuit components to construct and analyze basic electrical circuits. They study the application of circuit theorems and circuit elements (RL and RC); conduct experiments with transient; steady state, and frequency response, and use software applications such as Electronic Workbench and PSpice. (Co-requisite: EE 213) One credit.

EE 221
Frequency Domain Circuit Analysis
Students perform frequency domain analysis of passive and active circuits, study transient and AC circuit analysis manually and with computer-aided applications, and examine the transient response of first and second order circuits. The course introduces pole and zero concepts and applies them to circuit analysis, and introduces computer methods of circuit analysis and design. (Prerequisites: MA 227, EE 213) Three credits.

EE 231
Introduction to Electronics Circuits and Devices
This first course in electronics teaches basic principles and technologies to understand, analyze, and design electronic circuits. The course reviews the properties of semiconductor materials used in the fabrication of diodes, bipolar junction transistors, and field effect transistors. Students analyze amplifier biasing techniques and develop circuit models of semiconductor devices that are used to analyze and design electronic circuits. Computer simulations of circuits are used to illustrate the fundamental principles. (Prerequisite: EE 213) Three credits.

EE 231L
Electronic Circuits Lab
Students build and test circuits using diodes, bipolar junction transistors, and MOSFETs. They use the principles developed in EE 231 to analyze, build, and test amplifier and oscillator circuits. (Prerequisite: EE 213L; Co-requisite: EE 231) One credit.

EE 245
Digital Electronics Design I
Topics in this foundational course include basic digital design principles; Boolean algebra; combinational logic design with gates, large scale integration; sequential logic design; register, counters; memory; and programmable logic devices. Students learn to write, implement, and simulate elementary digital design; the course culminates by enabling students to design and implement finite-state machines. Three credits.

EE 245L
Digital Electronics Design Lab

Students carry out experiments with digital circuits including digital circuit functions, A/D and D/A converters, counters, and memory circuits. Students analyze and perform state-machine implementation. (Co-requisite: EE 245) One credit.

EE 301
Signals and Systems I

This course studies and classifies continuous and discrete signals and systems. It presents time domain and discrete analysis of signals using the Fourier series, Laplace transforms, Fourier transforms, z-transforms, and fast Fourier transforms (e.g., differential equations, convolution, concept and meaning of impulse response); and examines frequency domain analysis, the Fourier series, and the Fourier transform as an alternative to time domain analysis. Students gain further insights into signal and system properties through the Laplace transform methods and the concept of the transfer function. (Prerequisite: EE 221) Three credits.

EE 304
Signals and Systems II

This course provides an introduction to the study of communications theory, including signal conversion from analog to discrete and from discrete to analog. Additional topics include filtering of continuous and digital signals; amplitude and frequency modulation; and a description of the fundamentals, implications, and filtering of thermal noise. (Prerequisite: EE 301) Three credits.

EE 302
Feedback and Control Systems

This course emphasizes analysis and synthesis of closed-loop control systems using both classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra, and basic complex variables. The discussion of classical control system design includes the modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action, root locus methods, the methods of Nyquist and Bode, and dynamics compensation techniques. The discussion of state-space methods includes the formulation and solution of the state equations and pole-placement design. (Prerequisite: EE 301) Three credits.

EE 321
Electromagnetic Fields

This course uses vector calculus to investigate electric and magnetic fields. Topics include techniques for the computation of fields for given charge distributions; Coulomb's and Gauss' law and applications, and the significance of Poisson's and Laplace equations; solution methods; moving charges and corresponding electric and magnetic forces; electric and magnetic fields in mattes; methods of solving boundary value problems; Maxwell's equations in integral and differential form; and electromagnetic radiation and wave propagation. (Prerequisites: EE 301, MA 321) Four credits.

EE 325
Microwave Systems Engineering

This course uses Maxwell's equations to examine the fundamentals of microwave. Topics include plane waves in lossless and dissipative media; propagation in ideal and lossy transmission lines; wave guide theory; microwave resonators, filters, amplifiers, and oscillators (TWT, klystron, magnetron); and radiation via antenna systems. Design problems to meet specific objectives apply the concepts in an engineering development experience. (Prerequisites: EE 301, EE 321) Three credits.

EE 331
Analog Electronics Design

This advanced course in electronics examines high frequency response of bipolar junction transistor and field-effect transistor amplifiers using hybrid two-port active device models. Students consider the effect of feedback and frequency compensation techniques on the amplifier response and study a variety of analog circuits with respect to their analysis and applications, including active filters, oscillators, waveform generation and shaping, voltage regulator, and communication circuits. The course introduces basic power electronics device components. (Prerequisites: EE 221, EE 231) Three credits.

EE 331L
Analog Electronics Lab

This advanced lab provides insight into the functions of various application-specific electronic circuits. Experiments characterize functioning of various analog systems such as oscillators, active filters, waveform generation and shaping circuits, and voltage regulator circuits. (Prerequisite: EE 231L; Co-requisite: EE 331) One credit.

EE 345L
Microprocessor Applications

This laboratory covers the basic operation and applications of a microprocessor.

Students learn to program a microprocessor to control applications such as motor speed by the use of an emulator connected to a PC. They design a circuit using a microprocessor for a specific application and write a program to control the circuit. On completion of the program, they use the emulator to program an actual microprocessor for use in their circuit. One credit.

EE 350
Communication Systems

The course focuses on analog communication systems and the effects of noise on those systems, developing modulation and demodulation techniques (amplitude, frequency, and phase modulation and pulse code). It discusses dealing with non-linear system elements and presents a mathematical treatment of the effects of various noise sources on these systems. Historical design studies and topics in communication applications permit students to apply these concepts to meet system requirements. The course clarifies important concepts through simulation of modulation techniques on multimedia computing systems. (Prerequisite: EE 301) Three credits.

EE 354
Electro-Optical Data Communications Systems

This course examines the theory and basic elements of fiber optic communications systems; fundamentals of transmission in optical fibers; source component operations including light emitting diodes and solid-state lasers; and coupling element and detector devices. Students analyze modulation and demodulation techniques and determine overall loop performance relative to bandwidth and signal-to-noise ratio. Design problems enhance student understanding. (Prerequisites: EE 231, EE 301) Three credits.

EE 356
Discrete-Time Signals and Systems

This course serves as a bridge to understanding the relationship between the analog world and its discrete-time representation in digital computers. It covers digital signal processing with emphasis on the relationship between continuous-time and discrete-time systems in the time and frequency domains. Topics include practical aspects of digital filter design and implementation structures; the use of stochastic models to model quantization effects in digital signal processing; and design process of digital filters using computer tools. Students analyze real-world applications of digital signal processing to gain insight into the application of these techniques and use MatLab and SystemView exercises and experiments to gain clarity in important digital signal processing concepts. (Prerequisite: EE 304) Three credits.

EE 356L
Digital Signal Processing Lab

Students examine the practical aspects of digital system processing in concert with EE 356. (Corequisite: EE 356) One credit.

EE 358
VLSI System Design

This course examines switches as logic devices, mean opinion score transistors, MOS logic design, two-phase clocking, stick diagrams, regular control structures, and simulation and performance analysis. The course uses computer-aided design tools. (Prerequisite: EE 331) Three credits.

EE 360
Power Systems and Electronics

This course develops basic equivalent circuit models for various electrical machines including transformers, direct current generators and motors, and induction and synchronous alternating current motors, and applies the models to determine transient and steady state machine performance. Students use design assignments, reinforced by laboratory evaluation, to apply the concepts. The course also introduces power electronics and its application. (Prerequisites: EE 301, EE 221) Three credits.

EE 360L
Power Systems Laboratory

This lab applies the theory developed in EE 360 to actual devices. Students measure the parameters of transformers, DC and AC motors, and generators, and develop circuit models that describe and predict their operation under varying conditions. One credit.

EE 365
Power Systems Analysis

This introduction to the analysis of high voltage power systems and components includes the study of alternating and direct current transmission lines, power transformers, and synchronous generators. Methods of analysis include system models, network calculations, symmetrical components, non-symmetrical faults, and power system stability. (Prerequisite: EE 301) Three credits.

EE 382
Advanced Electrical Project

During this design course emphasizing individual creativity, students (working with a faculty mentor) develop project objectives and performance specifications. At review meetings, students present progress on their project including analytic and experimental results to date. A final report and presentation demonstrates the accomplishments and significant conclusions. Faculty involvement creates a realistic engineering development environment. Students may take this course as independent study once the prerequisites have been met. (Prerequisites: departmental approval of project proposal following completion of non-elective electrical engineering courses and at least one major elective) Two credits.

EE 390-391
Senior Project

In this two-semester capstone course, students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty mentor and conducts literature searches, synthesis, and in-depth analysis and experimentation. Individual team members make frequent presentations to faculty and peers; students receive instruction in effective communication to enable successful presentation skills. An oral presentation, written report, and working models complete the course requirements. Students begin the sequence in the fall term. (Prerequisites: completion of all non-elective courses and completion of adequate program requirements to enable graduation within one year of course completion) Three credits per semester; six credits total.

Mechanical Engineering

ME 201
Engineering Statics
This introduction to rigid body mechanics using vector representation covers free body diagrams and static equilibrium in two- and three-dimensional space; solves problems in trusses, frames, and simple mechanisms; and develops methods in problem-solving techniques using computer-based approaches. Students perform lab experiments to support lecture theories and prepare professional-level reports. (Prerequisites: PS 15, PS 15L, EG 31, MA 126) Three credits.

ME 203
Kinematics and Dynamics
This course presents kinematics principles applied to particles and rigid body elements. Topics include analysis of forces and motion using Newton's second and third laws of motion; theory of kinetics of particles and rigid body elements under rectilinear and curvilinear motion, vector methods; principles of work, energy, and power; and momentum and impact. The course integrates computer-aided analysis and design tools such as Working Model, ensuring relevance to the kinematics and dynamics problems. (Prerequisite: ME 201) Three credits.

ME 205
Strength of Materials I
This course examines concepts of two-dimensional stress and strain, factors of safety, thermal strain, static indeterminacy, stress concentration, bending including normal and shearing stresses, torsion, and direct shear. Lab experiments reinforce developed theory. This course includes design project. (Co-requisite: ME 201) Three credits.

ME 206L
Mechanics Laboratory
Students complete mechanics experiments for two- and three-dimensional structures under static loading conditions. Concepts include Young's Modulus, thermally induced stresses, torsion, and cantilever beams. The course introduces strain gages and measurement instrumentation as well as statistical data analysis and uncertainty principles. Students prepare written laboratory reports. (Co-requisites: ME 201, ME 205) One credit.

ME 241
Principles of Thermodynamics
This course on macroscopic thermodynamics with applications covers conservation of energy for open and closed systems; equations of state and pure substances; first and second law of thermodynamics, including the concepts of internal energy, enthalpy, and entropy; statistical thermodynamics including phase space, micro-state, macro-state, thermodynamics probability and partition function; tables of thermodynamic properties, ideal gasses, and elements of cycle analysis; and heat transfer, e.g. conduction, convection and radiation, and applications. (Prerequisites: PS 16, PS 16L; Co-requisite: MA 321) Three credits.

ME 280
Biomechanics
Students apply engineering principles to the human body, examining natural materials including biological soft and hard tissues such as muscle, tendons, cartilage, and bone, and man-made materials fabricated to serve as replacements for natural materials. Students discuss and employ analytical and computer-aided solution approaches to biomechanical analysis and design problems and develop an understanding of the methodology and techniques used to analyze systems comprising the human body. (Prerequisite: ME 203) Three credits.

ME 306
Strength of Materials II
This course examines principal stresses; Mohr's Circle; thin-walled pressure vessels; beam theory including shear and bending moment diagrams; deflection; elastic curves; indeterminate beams; energy methods; the use of superposition; and impact effects and column theory. Lab experiments reinforce these aspects of theory. This course includes a design project. (Prerequisite: ME 205) Three credits.

ME 307L
Dynamic Systems Lab
This hands-on lab experience covers the concepts of kinematics, dynamics, and strength of materials. Experiments include gyroscopic motion, dynamic balancing, and verification of Mohr's circle using strain gage arrays, deflection of beams by superposition, photoelasticity, and column buckling. Labs require statistical data analysis and uncertainty calculations. Students complete written lab reports. (Co-requisites: ME 203, ME 306) One credit.

ME 311
Machine Design
This course applies the fundamentals of mechanical engineering design to analyze, design, and/or select components typically used in the design of complete mechanical systems. The course covers the design process and analysis of stress and deflection; material properties and loading (steady state and variable) as they relate to failure prevention; and the procedures for design and analysis of common machine elements such as fasteners, springs, rolling-element bearings, and gears. In team reverse-engineering projects, students apply the course topics to real hardware. The course emphasizes computer techniques and responsible design (safety factors and ethics). (Prerequisite: ME 306) Three credits.

ME 312
Advanced Machine Design
The advanced study of mechanical designs emphasize the process of developing creative solutions through conceptual analysis and synthesis in this course that covers topics related to the design of rotating mechanical systems, welded joint design, and fracture mechanics. Students conduct a research project, investigating and reporting on a topic in advanced design, and compete as part of a team in a design development project that applies structured design practices to real hardware. The course emphasizes concept generation and development. (Prerequisite: ME 311) Three credits.

ME 318
Finite Element Analysis I
This course examines applications of finite element analysis in modern engineering including structural analysis, stiffness matrix formulation, and energy methods. The course explores computer techniques and guidelines for using finite elements with respect to sophisticated computer programs. Students solve problems manually and using finite-element software. (Prerequisites: MA 321, CD 211, and ME 306) Three credits.

ME 319
Finite Element Analysis II
This study of advanced concepts in finite element analysis includes advanced two- and three-dimensional element formulation and structural analysis. The course introduces the concept of dynamics as applied to structures; extends finite-element analysis to problems in heat transfer including steady state and transient analysis; and covers conduction, convection, and radiation modes. Students solve problems manually and using finite-element software. (Prerequisite: ME 318) Three credits.

ME 327
Engineering Fracture Mechanics
Topics in this course include design, analysis, and tests comparing conventional design with fracture mechanics approaches; applications of fracture mechanics as they relate to product design; selection of materials; and failure analysis. The course emphasizes design projects and problem-solving. (Prerequisites: MF 207, ME 306) Three credits.

ME 342
Applications of Thermodynamics
This course continues and applies concepts learned in ME 241. Topics include mixtures of ideal gases and vapors; psychrometry; combustion analysis of common power generating, refrigeration, and air conditioning cycles; figures of merit including thermal efficiency; continuity and momentum equations for steady, one-dimensional frictionless flow; basic energy relations for turbomachinery; fundamentals of compressor and turbine design; and application and synthesis of design using thermodynamic principles. This course contains a lab segment. (Prerequisite: ME 241) Three credits.

ME 346
Energy Conversion
This course covers selected topics in energy conversion, including solar energy; propulsion; internal combustion engines; battery power; heat pumps; classics and novel power and refrigeration cycles; system analysis; system economics; and environmental considerations. The course includes computer simulation of power plant performance to optimize energy conversion efficiency. (Prerequisite: ME 241) Three credits.

ME 347
Fluid Mechanics
Topics in this course include incompressible fluids at rest and in motion; Bernoulli's theorem and the principle of similarity flow through orifices, nozzles, and pipes; flow through open channels; energy relationships as applied to pipe lines, pumps, and turbines; acceleration of fluid masses; fluid dynamics; the momentum theorem in turbomachinery; and introduction to compressible fluids. This course emphasizes design solutions using computer analysis and synthesis. (Prerequisite: ME 241) Three credits.

ME 348L
Thermal and Fluid Lab
This laboratory learning experience provides the opportunity to explore various components, such as the compressor, condenser, and evaporator, in a series of experiments using refrigeration equipment. Students investigate lift and drag in a wind tunnel, pressure losses in duct flow, and the Bernoulli principle. The course emphasizes statis-

tical analysis, test planning, data evaluation, and report writing. (Co-requisites: ME 342, ME 347) One credit.

ME 349
Heat Transfer
This course covers one- and two-dimensional heat conduction, including solutions for finned surfaces and solutions for transient problems; convection heat transfer in laminar and turbulent flows; fundamental radiation concepts; laws of thermal radiation; radiation exchange geometrical factors and network methods; and heat exchangers and electrical analogies. The course emphasizes design solutions using computer analysis and synthesis. In the lab, students investigate heat transfer in plane surfaces, enhanced heat transfer in extended surfaces, and heat exchanger effectiveness. (Prerequisites: ME 342, ME 347) Three credits.

ME 350L
Energy Transfer Lab
This laboratory learning experience provides the opportunity to explore energy transfer methods related to transmitted forces in vibrating systems, as well as thermal transfer gradients in mechanical, electrical, and electronic systems. Students use simulation and modeling software for many experiments, including conduction and convection heat transfer processes. The course emphasizes statistical analysis, instrumentation, and report writing. (Co-requisites: MC 290, ME 349) One credit.

ME 360
Internal Combustion Engines
This course presents the theories of internal combustion engines including engine types; gas cycles; fuel, air, and combustion thermodynamics; air cycles; and engine performance. (Prerequisite: ME 241; Co-requisite: ME 342) Three credits.

ME 362
Turbomachinery
Students in this course examine aerodynamic and thermodynamic concepts; review compressors, turbines, jet propulsion, and single- and multistage machines; and study performance and evaluation of turbo-machines. (Prerequisites: ME 342, ME 347) Three credits.

ME 382
Independent Study, Advanced Mechanical Project
During this design course emphasizing individual creativity, students (working with a faculty mentor) develop project objectives and performance specifications. At review meetings students present progress on the project including analytic and experimental results to date. A final report and presentation demonstrates the accomplishments and significant conclusions. Faculty involvement creates a realistic engineering development environment. Students may take this course as independent study once the prerequisites have been met. (Prerequisites: departmental approval of project proposal following completion of non-elective mechanical engineering courses and at least one major elective) One to three credits.

ME 390-391
Senior Project
In this capstone course, students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty/mentor and conducts literature searches, synthesis, and in-depth analysis and experimentation. Individual team members make frequent presentations to faculty and peers; students receive instruction in effective communication to enable successful presentation skills. An oral presentation, written report, and working models complete the course requirements. Students begin this two-semester course in the fall term. (Prerequisite: completion of all non-elective courses prior to ME 391 and completion of adequate program requirements to enable graduation within one year of course completion) Three credits per semester; six credits total.

Manufacturing

MF 207
Materials Science
This course covers chemical and engineering properties of metals, polymers, and ceramics, and the relationships of these materials to manufacturing, service, and design applications. Subjects include atomic structure, microstructure, chemical composition, diffusion, binary phase diagrams, and corrosion and materials protections. Students discuss correlation of changes in microstructure with mechanical, electrical, and thermal properties and examine mechanical testing and microstructure analyses in the lab, where they also learn sample preparation and metallographic techniques. (Prerequisites: CH 11, CH 11L) Three credits.

MF 307
Advanced Engineering Materials and Processes
This course expands on MF 207 to detail and include such topics as heat treatments, transformation diagrams, phase diagrams, alloys, and microstructures. The course, which includes lab sessions, emphasizes aspects of metallurgy, engineering design, and industrial processing. (Prerequisite: MF 207) Three credits.

MF 351
Manufacturing Systems I
This introduction to general and special modern manufacturing technologies includes sheet metal fabrication and process, gear manufacturing, hard mold, powder metallurgy, plastic and rubber processes, primary metalworking processes, metal shearing and forming, welding, different machine processes, and material surface treatment. Additional topics include manufacturing techniques such as measurement and inspection for quality control process, material properties analysis in common materials and composites, material selections and applications in modern manufacturing environments. (Prerequisite: MF 207) Three credits.

MF 352
Manufacturing Systems II
This course considers several advanced manufacturing technologies. Topics include laser cutting and welding; water-jet cutting and cleaning; plasma cutting and welding; analysis and application of numerical control, computerized numerical control, and programmable logic control systems in manufacturing facilities and modern production systems; robotics; automated assembly lines; and material handling systems. Advanced topics include management of modern automated production lines, design of material handling systems, and selection of control systems in manufacturing applications. (Prerequisite: MF 351) Three credits.

MF 354
Product and Process Design for Manufacturing
Students learn the principles of product design for optimizing product manufacture and assembly – an essential part of the concurrent engineering process. The course examines materials and processes used in part manufacture and designing for manual and automated assembly processes. A course project applies these principles. (Prerequisite: ME 311) Three credits.

MF 355
Product Planning, Control, and Forecasting
This course considers modern operations in manufacturing and service sectors of the world economy. Topics include concepts of planning and control of production systems; design of control systems and operation planning; demand forecasting, inventory control, and operations planning; scheduling, dynamic control, and production planning of product mixes; and economical lot sizes and vendor supplies. Where possible, the course uses computer models. (Prerequisites: MF 354, EG 174) Three credits.

MF 361
Automation and Robotics I
This course introduces the basic elements of automation, industrial robotics, automated work cells, common information model systems, and the automated factory. Topics include kinematics, dynamics, the classification of robots, automation sensors, work cells, import systems and programming, robot/system integration, economic justification, and applications. (Prerequisite: ME 203) Three credits.

MF 362
Automation and Robotics II
This course introduces components of the automated factory. Topics include design of parts and processes for automation, hard and flexible automation, blocks of automation, automatic production and assembly, numeric controllers, computer-aided design/computer-aided manufacturing, industrial logic control systems, programmable logic controllers, and computer applications in automation. (Prerequisite: MF 361) Three credits.

Mechatronics

MC 230
Electron Devices for Mechatronics
Students examine and apply the physical operation of semiconductor junctions. The course develops and applies the operation of ideal and actual diodes to circuits for basic rectification and alternating and direct current power conversion. Students investigate digital and analog devices and apply their operation to amplifier circuits, and analyze biasing techniques with respect to power efficiency and circuit stability. Programmable logic devices are introduced including programming techniques and basic state-machine architecture. Design and laboratory projects apply theory to practical problems. (Prerequisite: EE 213) Three credits.

MC 290
Engineering Systems Dynamics
This course covers basic engineering vibration analysis with application to control systems including free-damped and undamped vibration of one degree of freedom systems, forced vibration, response, shock excitation, harmonic analysis, and random vibration, multi-degree of freedom systems, Lagrange equation, and vibration of systems with distributed mass and elasticity. Automatic control system topics include the simple hydraulic servo, open loop and closed loop systems, root locus, Routh-Hurwitz criterion, Nyquist criterion, and Bode analysis. The course includes applications and case studies, and integrates computer-aided analysis and design tools (MATLAB and Working Model) to ensure relevance to the design and analysis of real-world engineering dynamic and control system problems. (Prerequisites: MA 321, ME 203) Three credits.

MC 300
Feedback and Control Systems
This course emphasizes analysis and synthesis of closed-loop control systems using classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra, and basic complex variables. Discussion of classical control-system design includes modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action (proportional; proportional and integral; proportional, integral, and derivative; and pseudo-derivatives feedback), root locus methods, the methods of Nyquist and Bode, and dynamics compensation techniques. Discussion of state-space methods includes formulation and solution (analytical and computer-based) of state equations, and pole-placement design. The course integrates computer-aided analysis and design tools (MATLAB and Working Model) to ensure relevance to the design of real-world controlled electro-mechanical systems. The course also includes lab (hardware-based) exercises. (Prerequisites: MA 321, ME 203, and EE 210) Three credits.

MC 301
Digital Control Systems
This course uses classical and state-space approaches to digital control theory to examine the synthesis of digital controllers. Central topics include Z transforms analysis, frequency response methods, state equations, and block diagrams. The course introduces digital filtering of systems and control of non-linear manufacturing systems. (Prerequisite or Co-requisite: MC 300) Three credits.

MC 302L
Motion Control Systems Lab
Students examine the basic components of a motion control system, setting the stage for further studies in mechatronics. The course defines and analyzes system architecture, analog and digital hardware, sensors and data conversion hardware, various micro-controllers and digital signal processing for use in developing lab systems for test and evaluation. (Prerequisites: MC 301, CS 133) Two credits.

MC 390
Introduction to Mechatronics
This course covers development of mechatronics theory and application to systems dependent upon the integrated disciplines of mechanical, electronic, and computer engineering. (Co-requisite: MC 302L) Three credits.

MC 396
Mechatronics Applications
This course covers development of mechatronics theory and applications to systems dependent upon the integration of mechanical, electronic, and computer engineering. Students assemble hardware components to create product designs that fulfill a specified task in a mechatronics system. Students develop design skills in mechanisms, electronic devices, and software to create, test, and verify system functions. Sessions include lab projects. (Prerequisite: MC 390) Three credits.

Software Engineering

SW 201
Software Design I
Students develop an understanding of a formal process for designing a system to be implemented based on a distributed system architecture. They learn design guidelines, management techniques for project estimating, project planning, and control of a software project. Students use computer-aided software engineering tools and formal design methods to design software objects and a relational database for a Web-based application. Discussions include concepts of software design; traditional versus object-oriented design techniques; project planning; data modeling; business rule and object definition; data flow diagrams and object diagrams; distributed systems architecture; basic concepts of relational database file design and data normalization; referential integrity; database triggers and stored procedures; concepts of business process definition and re-engineering; and the integration of quality with project management. This course includes a lab. (Prerequisite: CS 132) Three credits.

SW 202
Software Design II
This course continues SW 201 Software Design I with in-depth examination and implementation of projects. (Prerequisite: SW 201) Three credits.

SW 211
Computer Programming with Visual Basic
This in-depth treatment of visual programming development in a client-server environment focuses on the event-driven programming model, building of forms, procedural code, and the combination of forms and code to build custom applications as well as access data via data controls, and extending the environment using third-party. The course uses Microsoft Visual Basic 6.0 to illustrate current techniques for developing applications. (Prerequisite: CS 132) Three credits.

SW 220
Applications in Software Development
This course provides students with experience in developing complete applications. It emphasizes the preparation of design specifications using graphical design methods and notation. Students undertake design studies using computer-aided software engineering, such as data flow diagrams to identify major components of systems and entity relationship diagrams and program structure charts to reduce the conceptual design to the level of working specifications. Students employ final specifications to implement the derived data model, basic program logic, input, and query forms and reports, using Microsoft Access as the basis for constructing the application in the lab. (Prerequisite: SW 211 or CS 132) Three credits.

SW 227
Object-Oriented Programming with C++
This introduction to object-oriented methodology and abstract data types includes discussions in polymorphism and data encapsulation. Participants study examples of using object-oriented programs in situations, as well as large system integration by object-oriented methodology. (Prerequisite: CS 233) Three credits.

SW 304
Internet Development
This course introduces students to developing applications for use over the Internet. Students learn basic n-tier concepts for designing distributed applications and gain hands-on experience through the construction of Web-page-based applications. The course teaches students to create Web pages using hypertext markup language – the base language of websites – as well as client-side scripting using JavaScript and Visual Basic Script. The course also covers user interface design topics including the use of HTML forms, components, and applets; dynamic HTML; and database access to provide dynamic content. (Prerequisite: SW 202) Three credits.

SW 345
Introduction to Networks
This course covers network components and network architecture by examining the components that make up a network, including cabling issues, wiring hubs, file servers, bridges, routers, network interface cards, and network software and hardware configurations. Students gain practical, hands-on experience by configuring the protocol stacks and connecting a personal computer to a network. Network architectural concepts include the seven-layer open systems interconnection model, the foundation of today's communication protocols. This basic model is related to popular implementations including Novel's ODI stack, IBM's and Microsoft's NDIS, and the industry standard TCP/IP. The course identifies sources of network overhead; covers WAN architecture, with its implications for the developer; network security and application security; and includes a lab. Three credits.

SW 355
Database Management Systems
This course examines data formats, organizations, representations and structures; design and analysis of searching, sorting, and other algorithms; data management systems; relational database model; domains and relational integrity; structured query language; database design – logical and physical; entity-relationship diagrams; normalization; transaction processing; and database administration. Three credits.

SR 390-391
Software Engineering Senior Project I and II
In this two-semester capstone design course emphasizing creativity and organizational abilities, students work with a faculty mentor to select a project that is representative of a realistic information systems engineering development task. Students prepare design goals, execute a literature search, prepare an in-depth analysis, and develop the experiment. A final report and presentation demonstrates student accomplishments. Students meet with their mentor on a regular basis to discuss project status and to review alternative solutions to problems. This course may follow the format of independent study. Three credits per semester; six credits total.

School of Nursing

Following page: Jeanne M. Novotny, dean of the School of Nursing

A Message from the Dean

The field of nursing has changed immeasurably since Florence Nightingale's leadership turned caring for the wounded and sick into a profession. Likewise, the education of nurses has changed dramatically. Students are entering Fairfield University's School of Nursing at a point in time when we are focusing on preparing them for a rapidly changing world of healthcare. Our goal is to establish a caring, diverse academic learning environment that provides one of the world's highest standards of nursing education.

The Fairfield University School of Nursing curriculum prepares future nurses at the baccalaureate and master's levels in an exciting environment that includes classroom and laboratory learning experiences on campus and opportunities to care for patients at numerous clinical sites in hospitals, nursing homes, clinics, and community agencies. Students are prepared for leadership roles in all healthcare settings.

The School of Nursing enhances learning through close relationships and partnerships with clinical agencies that offer students individualized experiences during the academic year and internships during the summer months. Opportunities exist for students to interact with national nursing leaders who are present in the School at key points in time and to partake of international study abroad programs that add to the value of a nursing education.

The achievements of the School of Nursing at Fairfield are best represented by student and alumni involvement in the Mu Chi Chapter of Sigma Theta Tau International, the honor society for nursing. Increasingly, students continue their education at the master's and doctoral level.

The faculty believes that the School of Nursing offers a tremendous opportunity for undergraduate and graduate nursing education in a unique academic and professional environment. We invite you to study nursing with us at Fairfield.

Jeanne M Novotny

Jeanne M. Novotny, Ph.D., RN, FAAN
Dean, School of Nursing

SCHOOL OF NURSING

Faculty

Dean
Jeanne M. Novotny, Ph.D.

Assistant Dean
Theresa Tavella Quell

Director, Learning Resource Center
Diana R. Mager

Professors
Grossman
Lippman
Wheeler

Associate Professors
Epstein
Fleitas
Greiner
Manton

Assistant Professors
Campbell
Dudac
Lange
Pomarico
Wallace

The goal of the undergraduate program is to prepare students for professional nursing practice. One of the unique features of all undergraduate programs at Fairfield is the strong liberal arts core that is integral to the curriculum. Through these courses, nursing students develop the social awareness, historical consciousness, thinking skills, aesthetic sensibility, values orientation, and foundations in art, literature, and science that are hallmarks of undergraduate education. Such a program of study contributes to the development of a well-rounded person who is able to live effectively and productively in the world of today and tomorrow. The program fosters the personal and professional growth that is necessary for a committed and compassionate nurse to be capable of providing professional care to people in whatever setting they encounter.

The curriculum of the School of Nursing provides students with educational experiences from which they gain a strong base in the humanities, mathematics, social sciences, and natural sciences as well as in nursing theory and practice. Students are fully integrated into the University community and enroll in core courses with students of all majors.

Faculty members in the School of Nursing are exceptionally well qualified by academic and clinical preparation. The small student to faculty ratio is an inherent component of the program, particularly as it relates to clinical practice. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process.

In the nursing program students participate in nursing practice in a variety of clinical settings. The school has affiliations with more than 50 agencies including small and large hospitals, community health centers, in-patient and outpatient psychiatric institutions, and schools. Opportunities are available in urban and suburban settings, servicing the poor and the affluent, for students to work with people of different cultures, backgrounds, and needs.

Fairfield nursing students gain community health experience through clinical rotations at the school's Health Promotion Center in Bridgeport. The Center is nationally recognized for its community health outreach program, which provides care to the region's poor and underserved population. Students provide services at the Center and at satellite sites throughout the community, offering health screenings, education, and immunization programs for children and elderly. Opportunities exist for volunteering, work-study, and summer internships at the Center.

The School of Nursing facility houses multimedia classrooms, faculty offices, a study/reference room for students, conference rooms, and a tiered lecture hall. The modern, multipurpose Learning Resource Center is well-equipped with demonstration stations and current technology designed to develop and sharpen students' patient-care, critical-thinking, and decision-making skills.

The Learning Resource Center includes:

- simulated patient care stations
- state-of-the-art diagnostic equipment related to clinical practice
- a critical care lab station
- a multi-workstation computer lab

Upon successful completion of the program, students receive a B.S. degree in nursing and qualify to take the NCLEX examination for licensure as a registered nurse. The School of Nursing programs are accredited by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education and approved by the Connecticut Department of Higher Education and the Connecticut State Board of Examiners for Nursing.

The School of Nursing Philosophy

The philosophy of the School of Nursing flows from the mission statement of Fairfield University and gives definition to the Jesuit ideals of social responsibility, truth, and justice. This statement addresses basic tenets held by the faculty for baccalaureate and graduate nursing education. Concepts central to individuals, health, nursing, education, and practice are defined and placed in the context of rapid technological and demographic change that interacts with a healthcare system that is moving from hospital to community settings.

The faculty believes that individuals are biological, psychological, social, and spiritual beings who are unique members of families and of a larger social system. The interaction and communication of individuals within these systems impact upon health, harmony, and well-being. Individuals are capable of autonomy in self-care and respond to changes through a process unique to that person. Nurses are uniquely able to promote this autonomy and self-care. Situational and developmental change represents transitional points in the life cycle that may result in disharmony and/or an opportunity for growth that impacts health and well-being.

The School of Nursing acknowledges that health and social issues are interactive; a strong liberal arts core curriculum must provide students with the theoretical background needed to address that association. Societal values, structure, and beliefs influence the health and well-being of the nation. A safe environment and universal access to quality healthcare is the right of all people. Professional nursing organizations exert a social and political force by actively seeking justice and quality healthcare.

Health is a dynamic state of physical, mental, and emotional harmony that permits the individual to affirm and pursue his or her own life goals. Alterations from health are a trajectory from wellness to illness with many variables affecting the quality of life along that continuum. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. When recovery from illness is not possible, death is viewed as the final state of life and an opportunity for further growth while compassionate support is provided.

The faculty of the School of Nursing believes that nursing educators have the responsibility to promote caring for one another in a manner that permits intellectual, emotional, and spiritual growth. Within this context, the faculty strives to facilitate students' development in an environment conducive to critical thinking and ethical decision making. Technological expertise is a prerequisite for the delivery of safe, quality healthcare. An atmosphere conducive to academic excellence is best facilitated in a climate of mentorship, mutuality, and support. Teaching strategies encourage autonomy, active involvement, leadership, problem solving, reflection, self-awareness, and advocacy, which are all central to professional nursing.

Students are viewed as holistic individuals with multifaceted roles, of which one is that of the learner. As independent adults, students are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with a sequence of planned educational experiences, faculty offer support, guidance, and mentoring to students throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified entry-level practitioners, at the baccalaureate or master's levels, who integrate theory and research into practice and use a critical approach to problem solving.

A diversity of educational programs enriches the School of Nursing as well as the University. A variety of undergraduate programs reflect the faculty's view that there are multiple routes to professional nursing practice. In addition, in order to prepare nurses for advanced nursing practice, master's degree programs are offered.

The baccalaureate program prepares students for professional nursing and has as its focus the promotion of health and the diagnosis and treatment of responses to actual and potential health problems in an interpersonal context. The nursing process provides a vehicle to address the healthcare needs of clients.

The faculty believes that professional nurses incorporate caring and holism to help clients attain a higher degree of harmony between the mind, body, and spirit, which facilitates self healing. Nursing fosters caring and nurturing, with responsibility for one another being a central tenet. Nursing research is an integral part of the development and testing of theoretical concepts as they are applied and refined in practice.

The graduate program provides professional nurses with the opportunity for advanced study, beyond the baccalaureate degree, of research, theory, and clinical intervention, which form the basis of specialty nursing practice. The focus of study builds on professional nursing practice and the study of the health-illness continuum as it relates to health policy, patterns of healthcare delivery, and allocation of healthcare resources. Students and faculty collaborate in the development of innovative solutions to healthcare problems in order to serve as client advocates who influence decision making and bring about change through leadership that improves the health and quality of life for all members of society. Thus, graduate education fosters self-esteem, creative and critical thought, independence, accountability, enhancement of problem-solving skills, and refined clinical judgment.

Because society is rich with diverse religious, ethnic, and cultural groups, professional nurses must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences. These beliefs are consistent with the value-oriented curriculum of Fairfield University, which encourages a commitment to social responsibility, justice, and truth. The School of Nursing brings these ideals to fruition through the education of students in professional nursing practice.

Organizing Framework

The organizing framework for the Fairfield University undergraduate and graduate programs in nursing defines and clarifies major concepts and subconcepts that flow from the University's mission statement and the School of Nursing philosophy. Those major organizing concepts are ethics and social responsibility, holism, nursing practice, and professionalism.

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and fostered in students as they progress through the undergraduate and graduate curricula.

Nurses have a moral and ethical obligation to provide optimum healthcare to all members of society regardless of culture, race, gender, socioeconomic status, religion, or age. Nurses advocate within healthcare and political contexts. Vulnerable populations have the right to healthcare, and all individuals should be respected for their diversity and individuality.

Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent to care delivery. Students confront their own values and develop an understanding and acceptance of self and others. The study of ethics assists students in addressing ethical dilemmas and resolving value conflicts.

Holism

Human beings are unique individuals who grow in complexity throughout life ... physically, mentally, emotionally, socially, and spiritually. The interaction among human beings, and between people and the many environments and cultures in which they live, is considered in planning and providing care.

The physical environment includes climate, geography, air and water quality, and food purity, as they affect health and well-being. The social environment, defined by roles, relationships, and a network of care, influences health and provides support. The cultural environment, which includes family norms, religious beliefs, health beliefs, health practices, and the development of values and mores, influences definitions of health and illness and determines the manner in which health problems are managed. These environments and their interactions with human beings are integral to a holistic perspective.

Nursing Practice

Nurses work with individuals, families, groups, communities, and the larger society in providing care. As students engage in clinical practice, they consider the complex interactions among individuals, families, and communities, and analyze how those interactions influence health.

Nursing practice integrates scientific problem-solving with holistic caring. It is done most often through the nursing process, which requires independent decision-making and critical thinking.

Based on research and theoretical knowledge, the nursing process is used as a problem-solving approach to analyzing information and prioritizing patient-care needs. Integral to this are patient-care management of individuals and groups, and delegation skills.

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing-care needs, and plan and deliver culturally competent care that promotes, maintains, or restores health. Health promotion, health maintenance, and health restoration are concepts that are integral to the undergraduate and graduate curricula. Health is examined from a wellness-illness perspective. The role of the nurse is conceptualized as helping clients across the life span maximize their optimum potential.

Health promotion consists of those nursing activities that foster growth, development, and healthy lifestyles; it includes disease prevention and health education strategies that respect the client's health beliefs and practices, and are based on a broad theoretical foundation. Health maintenance activities provide the means for the early detection of dysfunction and the management of acute and chronic illness. Health restoration interventions focus on helping clients cope with and adapt to dysfunction, disability, or limitations.

Professionalism

Professional socialization is the process by which behaviors and characteristics of the nursing profession are internalized. Characteristics of professional nursing practice include critical thinking, decision-making, and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession.

As professionals, nurses function as integral members of multidisciplinary teams, engage in interdependent roles, and collaborate with other healthcare providers, clients, and family members. Collaborative nursing practice requires that nurses be confident in their clinical competence and assume responsibility for decision-making. An expertise in therapeutic communication and assertiveness is critical.

As students progress through the program, they internalize additional elements of the concept of professionalism, such as political awareness (and how such issues affect nursing practice and patient care), and health policy awareness. Students facilitate collaborative processes, make referrals to other healthcare providers, teach others, confer with the individuals and groups being served, and strategize to shape health policy at various levels. The purpose of this collaborative, interdisciplinary activity is to improve care through education, consultation, and management.

Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health.

Undergraduate students are introduced to the research process; develop the skills of critiquing published research; explore the interrelation among research, theory, and practice; and use research as a basis for their practice. Graduate students engage in an in-depth analysis of the state of nursing science, perform concept analyses, and conduct a research project. They are expected to contribute to the validation of nursing theories, develop therapeutic interventions with measurable outcomes, integrate research activities into their practice, and contribute to the development of nursing's body of knowledge.

Leadership skills are essential to shape the future of healthcare, and management skills are needed to facilitate the processes of creating that future. The development of leadership skills is required to help others attain goals and possibilities, and to facilitate and effect change. The development of leaders in nursing is fostered throughout the curriculum. Participation in professional organizations and groups, role-modeling, client advocacy, political activism, and fostering a learning environment by mentoring and coaching others is expected.

Nursing Curriculum

The four components of the School of Nursing's undergraduate program are:

The core curriculum

Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, except nursing students may meet either the visual and performing arts or the language requirement.

Natural and social sciences

Students take one semester of chemistry and three semesters of biology that include anatomy, physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students also take developmental psychology and a social science elective.

Nursing courses

Classroom instruction in nursing theory and skills begins in the sophomore year and continues throughout the undergraduate program. Nursing courses include theoretical and clinical components. With each passing year clinical work increases, until by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that students obtain the breadth and depth of clinical experience needed, the school has associations with many clinical facilities, including private hospitals, veterans hospitals, clinics, outpatient departments, rehabilitation centers, public health departments, long-term care facilities, home care agencies, community health centers, schools, and its own Health Promotion Center in Bridgeport. Students provide their own transportation to clinical agencies.

Electives

Two free electives in the curriculum provide students with an opportunity to explore topics of interest including the liberal arts, nursing, independent study, and minor options.

Undergraduate Program Objectives

1. Demonstrate effectiveness in providing therapeutic nursing care, managing information, and promoting self-care competence of culturally diverse individuals, families, groups, and communities.
2. Employ a variety of technologies and other therapeutic modalities with sensitivity and caring.
3. Make sound clinical judgments based on nursing science and related theory, using critical thinking and ethical decision-making.
4. Collaborate with patients, healthcare professionals, and others within an interdisciplinary team in planning, delegating, implementing, and evaluating specific patient outcomes.
5. Communicate with clarity, purpose, and sensitivity using a variety of methods.
6. Identify clinical problems and apply research findings in order to promote evidence-based and creative practice in maintaining and restoring health.
7. Synthesize knowledge from the humanities and sciences in providing care that is holistic, visionary, culturally competent, fiscally responsible, and socially relevant.
8. Demonstrate accountability for professional growth, the provision of nursing care, and lifelong learning.
9. Advocate for patients, consumers, and the nursing profession through involvement in the political process and health/ patient care policies and practices.

Curricula

Bachelor of Science - Major in Nursing

Curriculum Plan

First Year – Fall Semester		**Credits**
Philosophy or Religious Studies 10		3
EN 11	Composition and Prose Literature	3
Language or Visual and Performing Arts		3
MA 17	Introduction to Probability and Statistics	3
PY 163	Developmental Psychology for Non-Majors	3
		15

First Year – Spring Semester		**Credits**
Philosophy or Religious Studies 10		3
EN 12	Introduction to Literature and Writing the Research Paper	3
Language or Visual and Performing Arts		3
CH 84	General Chemistry for Health Science	4
MA 19	Introduction to Calculus	3
		16

Sophomore Year – Fall Semester		**Credits**
BI 107	Anatomy and Physiology I	4
NS 110	Introduction to Professional Nursing	3
Philosophy or Religion Studies Elective		3
NS 112	Health Care Delivery	3
HI 30	Europe and the World in Transition	3
		16

Sophomore Year – Spring Semester		**Credits**
BI 108	Anatomy and Physiology II	4
BI 151	Microbiology	4
NS 270	Health Assessment	4
NS 272	Geriatric Nursing	3
		15

Junior Year – Fall Semester		**Credits**
NS 301	Patterns of Wellness	4
NS 303	Concepts of Pathophysiology and Pharmacology	3
NS 305	Mental Health Nursing	4
NS 307	Therapeutic Nursing	3
History Elective		3
		17

Junior Year – Spring Semester		**Credits**
NS 310	Research in Nursing	3
NS 312	Patterns of Illness I	5
NS 314	Nursing of Women and the Childbearing Family	4
Ethics Elective		3
		15

Senior Year – Fall Semester		**Credits**
NS 321	Professional Nursing: Leadership and Management	3
NS 323	Nursing of Children and Family	4
NS 325	Patterns of Illness II	5
Philosophy or Religious Studies Elective		3
Social Science Elective		3
		18

Senior Year – Spring Semester		**Credits**
NS 330	Community Health and the Elderly	4
NS 332	Transition: Professional Nursing Practice	3
English Elective		3
Free Electives		6
		16

Total Credits: **128**

Progression in the Nursing Curriculum

Nursing students must follow all University educational policies and general regulations including those regarding academic progress.

The sciences and nursing courses are sequential and are prerequisites to other courses. Students may not progress with an incomplete in a prerequisite course. Because of the special nature of the nursing curriculum, BI 107-108 Human Anatomy and Physiology and BI 151 Microbiology must be completed successfully with a minimum grade of C for students to progress in the course sequence for the nursing major. Students unable to complete these courses successfully are expected to repeat coursework in the next semester or the summer session immediately following. Students unable to progress in the nursing major will be placed on Academic Warning and may be dismissed from the School of Nursing.

All students must earn the minimum grade of C+ in all nursing courses to continue in the program. Students who do not obtain a grade of C+ or better in a nursing course may repeat the course once. A grade of less than C+ in two nursing courses (including a repeated course) will result in dismissal from the School of Nursing. The clinical component of all clinical nursing courses is graded on a pass/fail basis. Students must pass the theory and clinical component of a course to pass the entire course, regardless of their grade in the theory component. Students who fail to earn the minimum grade in either component of a clinical course must repeat the entire course.

Health and Professional Requirements

Nursing majors must be certified in cardiopulmonary resuscitation by Jan. 1 of the sophomore year and remain certified throughout the nursing program. Health Care Provider (American Heart Association) or Professional Rescuer (American Red Cross) is the minimum requirement. Please note that the American Heart Association certifies for two years. All health requirements and OSHA training requirements must be met each year prior to clinical practica. To attend clinical, students must provide a physical examination and non-reactive Mantoux test yearly. Proof of immunization must be provided for the following: hepatitis, varicella, measles, mumps, rubella, and diphtheria-tetanus.

Continuous Assessment

All nursing students participate in a comprehensive nationally standardized assessment program. This total testing program allows close monitoring of student progress and serves as the basis for individualized advisement. A testing fee will be included for all nursing students in appropriate semesters.

Program Options for Adult Learners

Admission

Students interested in pursuing a bachelor's degree in nursing may attend full- or part-time. Classes are available during the academic year and in the summer. Adult learners, part-time students, and registered nurses may begin prerequisite courses through University College. Students must complete an application to begin nursing courses. All students must have a GPA of 2.7 to declare a nursing major.

Special Status and Matriculation

Adult learners may take up to six credits as a special student after completion of the application. Special student status is normally granted for one semester only. Students seeking admission are expected to complete the application process, including submission of all official transcripts and immunization documentation, by the end of the semester. Students must matriculate after the completion of 12 credits to continue in the nursing curriculum.

Core requirements

Adult learners must meet the University's core course requirement. Course requirements in the liberal arts and required supportive courses can be met by challenge examinations, transfer credits from other academic institutions, or enrollment in specific courses. Courses are accepted in transfer from other accredited colleges and universities on the basis of a satisfactory (C or better) academic record and course equivalency.

The School of Nursing suggests that all prerequisite courses be completed within 10 years prior to the first nursing course. For courses older than 10 years, credit will be accepted; however, students are expected to review course material to ensure that their knowledge of the subject matter is current. Students can maximize their potential for success in the nursing program with a strong foundation that is provided by these courses. A minimum of 60 credits, including the last 30 credits for the degree, must be taken at Fairfield University (including 53 to 58 credits in nursing – see curriculum plans). Students are expected to enroll in at least one semester as a full-time student.

Credit from International Programs

Students completing coursework outside the United States must submit certified English transcripts and course-by-course evaluation of all academic records. Information may be obtained from World Education Services (800-937-3895 or e-mail info@wes.org).

Adult Student Core Courses

Humanities: 12 courses distributed as follows:

- English composition (three credits)
- English literature (three credits)
- History of Western civilization (three credits)
- History elective (three credits)
- Visual and performing arts (two courses totaling six credits) or two modern language courses at the intermediate level totaling six credits
- Philosophy (three credits)
- Ethics (three credits)
- Religious Studies (three credits)
- Three elective courses chosen from classics, communication, or any of the above disciplines (nine credits)

General Electives: two courses (six credits)

Social Science: four courses from at least two disciplines distributed as follows:

- Developmental psychology (three credits)
- Three social science courses (at least one not in psychology) (nine credits)

Math and Science: five courses distributed as follows:

Anatomy and physiology I (four credits)

Anatomy and physiology II (four credits)

Microbiology (four credits)

Chemistry (four credits)

Statistics (three credits)

Diversity Requirements

Students meet the U.S. diversity requirement through enrollment in NS 112 Health Care Delivery Systems

Students meet the World diversity course through enrollment in a course focusing on non-western culture or society, exclusive of Europe and the United States (may be met through existing core courses).

Part-time Nursing Program Option

Fairfield University's School of Nursing offers a traditional B.S. in nursing degree for adult learners who are not college graduates or have an associate degree. Depending upon the number of general education courses completed prior to application, students may complete the program in a minimum of three years. Students begin classes in the fall semester and the program is individualized to meet the unique needs of each student. Some core requirements may be met through challenge exams or transfer of credit from approved academic institutions. Study abroad opportunities may be available for selected students.

First Fall Semester (six credits)

NS 110	Introduction to Professional Nursing (three credits)
NS 112	Health Care Delivery Systems (three credits)

First Spring Semester (10 credits)

NS 270	Health Assessment (four credits)
NS 272	Geriatric Nursing (three credits)
NS 310	Research in Nursing (three credits)

Second Fall Semester (14 credits)

NS 301	Patterns of Wellness (four credits)
NS 303	Concepts of Pathophysiology and Pharmacology (three credits)
NS 305	Mental Health Nursing (four credits)
NS 307	Therapeutic Nursing Interventions (three credits)

Second Spring Semester (nine credits)

NS 312	Patterns of Illness I (five credits)
NS 314	Nursing of Women and the Childbearing Family (four credits)

Third Fall Semester (12 credits)

NS 321	Leadership and Management (three credits)
NS 323	Nursing of Child and Family (four credits)
NS 325	Patterns of Illness II (five credits)

Third Spring Semester (seven credits)

NS 330	Community Health and the Elderly (four credits)
NS 332	Transition: Professional Nursing Practice (three credits)

Bachelor of Science Second Degree Program

For students who have earned a bachelor's degree in another field, the school offers an accelerated program leading to a B.S. in nursing. Upon completion of prerequisite courses, students matriculate and complete degree requirements in approximately 15 months.

Prerequisites:

Statistics (three credits)

Developmental Psychology (three credits)

Anatomy and physiology (eight credits)

Microbiology (four credits)

Chemistry (four credits)

Selected prerequisite requirements may be met through challenge exams or transfer of credit from approved academic institutions.

Summer 1		**Credits**
NS 110	Introduction to Professional Nursing	3
NS 112	Health Care Delivery Systems	3
NS 270	Health Assessment	4
NS 272	Geriatric Nursing	3
NS 307	Therapeutic Nursing Interventions	3
		16

Fall 1		**Credits**
NS 301	Patterns of Wellness	4
NS 303	Basic Concepts of Pathophysiology and Pharmacology	3
NS 305	Mental Health Nursing	4
		11

Winter Intercession		
NS 321	Professional Nursing: Leadership and Management	3

Spring 1		**Credits**
NS 310	Research in Nursing	3
NS 312	Patterns of Illness I	5
NS 314	Nursing of Women and the Childbearing Family	4
NS 323	Nursing of Children and Family	4
		16

Summer 2		**Credits**
NS 325	Patterns of Illness II	5
NS 330	Community Health and the Elderly	4
NS 332	Transition: Professional Nursing	3
		12

RN to BSN Program

The RN to BSN program individualizes learning experiences for completion of the degree. The sequence of courses for registered nurse students is designed to build on existing knowledge and skills, and integrates a professional, research-based, family-oriented, community-focused perspective.

Advanced Placement in Nursing for Registered Nurses

Registered nurse students may earn advanced placement in the nursing major for a maximum of 30 credits. Advanced placement is awarded for most students through the articulation agreement among nursing programs. Occasionally RN credit is awarded through challenge exams or portfolio assessment. The RN to BSN program individualizes learning experiences for completion of the degree.

RN Courses

		Credits
NS 250	Professional Nursing	3
NS 270	Health Assessment	4
NS 310	Research in Nursing	3
NS 321	Professional Nursing: Leadership and Management	3
NS 330	Community Health of the Elderly	4
NS 356	Transition: Professional Nursing	3
Nursing Elective (with advisor approval)		3
Advanced Placement	By Articulation, NLN Exams, and Portfolio Assessment	30

Nursing Study Abroad

The School of Nursing offers study abroad opportunities for short-term and semester study at Fairfield University affiliated programs. The Nursing Study Abroad Program is open to Fairfield University nursing students who have successfully completed the spring semester of the sophomore year, have a GPA of 2.8 or better, and are recommended by their faculty advisor and dean.

Full-time undergraduate students in the nursing study abroad program take liberal arts and nursing courses and study healthcare and professional nursing in an international setting. Upon return, students take a summer course on campus and continue in the traditional nursing progression with

some minor adjustments and graduate on time with their class.

Selected opportunities for short-term study during intercession and summer sessions are available for all students including adult learners and graduate students.

Nursing Study Abroad - Curriculum Plan (for full-time undergraduates)

First Year – Fall Semester		Credits
Philosophy or Religious Studies 10		3
EN 11	Composition and Prose Literature	3
Language or Visual and Performing Arts		3
PY 163	Developmental Psychology for Non-Majors	3
MA 17	Introduction to Probability and Statistics	3
		15

First Year – Spring Semester		Credits
Philosophy or Religious Studies 10		3
EN 12	Introduction to Literature and Writing the Research Paper	3
Language or Visual and Performing Arts		3
CH 84	General Chemistry for Health Science	4
MA 19	Introduction to Calculus	3
		16

Sophomore Year – Fall Semester		Credits
BI 107	Anatomy and Physiology I	4
NS 110	Introduction to Professional Nursing	3
Philosophy or Religion Studies Elective		3
NS 112	Health Care Delivery	3
HI 30	Europe and the World in Transition	3
		16

Sophomore Year – Spring Semester		Credits
BI 108	Anatomy and Physiology II	4
BI 151	Microbiology	4
NS 270	Health Assessment	4
NS 272	Geriatric Nursing	3
		15

Junior Year – Fall Semester		Credits
NS 301	Patterns of Wellness	4
NS 303	Concepts of Pathophysiology and Physiology	3
NS 305	Mental Health Nursing	4
NS 307	Therapeutic Nursing	3
History Elective		3
		17

Junior Year – Spring Semester		Credits
NS 310	Research in Nursing	3
NS 397	Nursing Study Abroad	3
Ethics Elective		3
Free Elective		3
Social Science/English Elective		3
		15

Summer Session Between Junior and Senior Year		Credits
NS 312	Patterns of Illness I	5

Senior Year – Fall Semester		Credits
NS 321	Professional Nursing: Leadership and Management	3
NS 323	Nursing of Children and Family	4
NS 325	Patterns of Illness II	5
Philosophy or Religious Studies Elective		3
		15

Senior Year – Spring Semester		Credits
NS 314	Nursing of Women and the Childbearing Family	4
NS 330	Community Health and the Elderly	4
NS 332	Transition: Professional Practice	3
Social Science/English Elective		3
		14

Total Credits: 128

Graduate Programs

The School of Nursing offers the following graduate programs; refer to the graduate catalog for further information.

Practitioner Track: This program prepares nurse-practitioners in family, adult, and psychiatric-mental health practice. Upon completion, graduates are eligible to take professional certification examinations and be licensed as advanced practice registered nurses.

Healthcare Systems Track: This program, in collaboration with the Charles F. Dolan School of Business, prepares students to take the Nursing Administration Advanced Examination through the American Nurses Credentialing Center.

Programs for Registered Nurses: Registered nurses with a bachelor's degree in nursing can complete a full- or part-time program leading to a graduate degree. The program accommodates the needs of adult learners and students with full-time work schedules.

Registered nurses with a non-nursing bachelor's degree may complete a graduate degree through the School of Nursing. Prerequisites for graduate level nursing courses include statistics (descriptive and inferential), health assessment, and community health courses. Students who complete this program do not earn a B.S. in nursing.

Post-Master's Certificate Program: This program for individuals who already have a master's degree in nursing confers certificates in adult, family, and psychiatric nurse practitioner concentrations. Credit requirements depend upon previous graduate level courses taken and selected program concentration.

COURSE DESCRIPTIONS

Courses described below are nursing courses only. Descriptions of other required courses may be found in the appropriate departmental listing in the College of Arts and Sciences section of the catalog.

NS 110
Introduction to Professional Nursing

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The course introduces the process of critical thinking/judgment as an approach to the planning and delivery of nursing care to individuals, families, groups, and communities. Discussion of nursing's history and accomplishments serves as the cornerstone for the advancement of professional behaviors including scholarship, communication, collaboration, personal responsibility/accountability, integration of research and practice, and peer and self-evaluation. Three credits (42 theory hours).

NS 112
Healthcare Delivery Systems

This course explores the healthcare delivery system in the United States through issues relating to conceptual, historical, economic, political, and technological developments. The course emphasizes ethical and legal aspects of the current system that remain unresolved, such as access to care, type of services to provide, and roles within the system and discusses consumer use of traditional, alternative, and experimental therapies. This course gives an interdisciplinary perspective to students interested in healthcare from any field of study. This course meets the U.S. diversity requirement. Three credits (42 theory hours).

NS 250
Professional Nursing

This course orients the registered nurse to baccalaureate nursing education to facilitate re-entry into a new educational system. The course articulates the scope and aims of professional nursing practice in the study of concepts and issues of multiple aspects of healthcare delivery and education. Students examine the School of Nursing philosophy and conceptual framework. (Prerequisite: Connecticut RN license or academic transcript) Three credits (42 theory hours).

NS 262
Health in Rural Appalachia

This course focuses on the culture and mores of rural Appalachia and their effect, with poverty and environment, on health. The course discusses problems common in the region and explores social justice implications, particularly as they relate to issues of race, class, and gender. This course meets the U.S. diversity requirement. Three credits (42 theory hours).

NS 270
Health Assessment

This course introduces students to the knowledge and skills of client health assessment throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment. The course uses lecture, discussion, demonstration, supervised and individual practice to help students expand their skills in interviewing, taking a health history, and completing a physical examination. Students organize and prioritize data using functional health patterns and record assessment data on designated forms. This course also includes a separate one-credit laboratory module designed to complement physical assessment skills. Students use the School of Nursing Learning Resource Center to develop skills pertaining to infection control, body mechanics, and client hygiene. (Prerequisites: BI 107, CH 84 or CH 11, NS 110; Co-requisites: BI 108, BI 151, NS 272) Four credits (28 theory, 56 lab hours).

NS 272
Geriatric Nursing

This course will focus on nursing care of older adults living in a long-term care setting. Normal physiological changes of aging and related assessment skills will be incorporated and evaluated. Management of common geriatric care problems will be emphasized. Instruction in Medicare/Medicaid, insurance reimbursement systems, political focus of older adult care, the minimum data set framework, and policies and procedures as they relate to long term care will be offered. (Prerequisites: BI 107, CH 84 or CH 11, NS 110; Co-requisites: BI 108, BI 151, NS 270) Three credits (28 theory hours, 42 clinical hours).

NS 301
Patterns of Wellness

This course explores factors that influence the degree of health and wellness experienced by individuals across the life span. Epidemiology provides a framework for the assessment of risk and the management of common health problems. Students have opportunities to promote wellness through clinical experiences with healthy children and adults. The course examines how people make health-related decisions, what risks threaten their health, and reasons they give for adopting particular lifestyles, and addresses spirituality and culture, with particular attention devoted to assessment techniques and intervention strategies. Students learn traditional and (alternative) complementary therapeutic techniques to enhance health. (Prerequisites: NS 270, NS 272, BI 108, BI 151) Four credits (42 theory, 42 clinical hours).

NS 303
Basic Concepts of Pathophysiology and Pharmacology

This course focuses on the study of physiological and biological life processes with an emphasis on deviations from normal and a particular emphasis on exemplar cases. The course discusses manifestations of disease and alterations in all body systems including pharmacological kinetics and dynamics as therapeutic strategies for treating alterations in normal life processes. (Prerequisites: NS 270, NS 272, BI 108, BI 151) Three credits (42 theory hours).

NS 305
Mental Health Nursing

This course focuses on the nursing care of individuals with psychiatric disorders. The course uses theories of human behavior and personality as well as biophysical and holistic models as foundations to plan and implement care in a variety of traditional and non-traditional treatment settings. It discusses factors that may contribute to an individual developing a psychiatric disorder and considers ethical, legal, and cultural issues. The course emphasizes development of a therapeutic nurse-patient relationship and use of communication techniques to assist patients toward mental health. (Prerequisites: NS 270, NS 272, BI 108, BI 151, PY 163) Four credits (42 theory, 42 clinical hours).

NS 307
Therapeutic Nursing Interventions

This course focuses on the provision of safe and effective care for the basic needs of clients of all ages using common nursing technical skills and considering cultural and ethnic variations. The course introduces psychomotor skills and various nursing interventions that help clients maintain physical well-being including wound care; administration of oral, parenteral, and intravenous medications; glucose monitoring; nasogastric and respiratory care; and measures to assist with urinary and bowel elimination. The School of Nursing Learning Resource Center provides opportunities to use critical thinking in skill practice, interactive learning, supervised return demonstration, and hypothetical clinical situations. (Prerequisites: NS 270, NS 272, BI 108, BI 151, MA 19 or MA 121) Three credits (14 theory, 56 lab hours).

NS 310
Research in Nursing

This course introduces the research process and its application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. The course emphasizes critical thinking and writing skills and considers ethical, economic, technological, and statistical dimensions. The course applies concepts to clinical research, evidence-based practice, and quality improvement. (Prerequisites: NS 110, MA 17) Three credits (42 theory hours).

NS 312
Patterns of Illness I

This course introduces students to illnesses that are most frequently occurring in the adult population. Discussion of these illnesses includes application of the components of the nursing process: assessment, diagnoses, interventions, and evaluation of expected outcomes. The course discusses specific independent and collaborative therapeutic interventions including indications for their use and evaluation of effectiveness. Extensive use of case examples enhances learning. Students achieve competence in the performance of selected skills during this course, which includes a clinical practicum with an acutely ill adult population. (Prerequisites: NS 301, NS 303, NS 305, NS 307) Five credits (42 theory, 84 clinical hours).

NS 314
Nursing of Women and the Childbearing Family

This course provides students with the opportunity to master the knowledge and skills necessary to help families cope with changes in their reproductive needs, reproductive health issues, and gynecological challenges. Reproductive needs include the childbearing cycle: pregnancy; childbirth; postpartum care; care of the healthy newborn; and prenatal, intrapartal, and postpartal complications. Reproductive health issues include: infertility, family planning, menarche, and menopause. Gynecological challenges include breast and reproductive tract surgery. The course integrates ethical and legal aspects of reproductive issues throughout and discusses nursing theories and research findings generally related to reproductive health. (Prerequisites: NS 301, NS 303, NS 305, NS 307) Four credits (42 theory, 42 clinical hours).

NS 321
Professional Nursing: Leadership and Management

This course immerses students in issues and concepts central to professional nursing. It examines political, social, and legal systems that affect the image of nursing and influence its role definition. Students consider organizational dynamics and theories of leadership and management, with case studies and concurrent clinical practica providing the foundation for theory integration. Experiential projects that involve acute care and community-based practice settings facilitate critical reflection and creative planning. (Prerequisites: NS 110, NS 112, NS 312) Three credits (28 theory, 42 clinical hours).

NS 323
Nursing of Children and Family

This course focuses on the nursing care of children, adolescents, and families dealing with health and developmental challenges of childhood and explores health promotion needs of childrearing families. Clinical resources reflect the trend toward community-based care, with student experiences in community agencies (schools, rehabilitation sites, and day-care settings), as well as in acute-care settings. The course employs a developmental perspective through which major causes of morbidity and mortality are examined. Case studies serve as vehicles for the integration of multicultural and multidisciplinary perspectives that introduce health problems. The course challenges students to develop critical and creative reasoning skills in working through the cases, guiding them in the use of developmentally and empathically appropriate communication strategies. (Prerequisite: NS 312) Four credits (28 theory, 84 clinical hours).

NS 325
Patterns of Illness II

This course integrates knowledge learned in NS 312 and introduces other patterns of illness. Discussion involves the components of the nursing process: assessment, diagnoses, interventions, and evaluation of outcomes of patients throughout the adult lifespan. The course discusses specific independent and collaborative therapeutic interventions, including indications for their use and evaluation of their effectiveness. The course, which includes a clinical practicum working with high acuity patients across the adult lifespan, frequently uses case studies as a teaching strategy. (Prerequisites: NS 310, NS 312) Five credits (42 theory, 84 clinical hours).

NS 330
Community Health and the Elderly

This course focuses on the provision of safe and effective care to older adults and their families living in community and group settings. The course gives special attention to the process of aging, health problems, the promotion of health, and the prevention of disability in older adults. This course synthesizes learning, with specific application to various population groups of older adults. Through the use of a group community assessment project, students identify community characteristics and analyze them to plan strategies for intervention and evaluation to meet the special needs of people more than 65 years old. Students complete a detailed physical assessment and assessment of client needs as part of a series of home visits. Group discussion of case studies, plus presentations by providers of community services for the elderly, assist students in developing an appreciation for the complex care needs of this at-risk population. (Prerequisites: NS 314, NS 321, NS 323, NS 325) Four credits (28 theory, 84 clinical hours).

NS 332
Transition: Professional Nursing Practice

This capstone course addresses health promotion, maintenance, and restoration with clients in a variety of healthcare settings. Students are placed in selected healthcare settings in which they can practice under the supervision of a staff nurse preceptor. The course focuses on moving students toward autonomous professional nursing practice within their clinical setting. Functional health patterns provide the framework for giving care. The course explores nursing theories for their relevance and utility to nursing practice, and students apply leadership principles in coordinating care for groups of clients. The course emphasizes decision-making, collaboration, autonomy, and outcome evaluation and includes weekly conferences to discuss professional, clinical, and health policy issues. (Prerequisite: NS 314, NS 321, NS 323, NS 325, NS 330) Three credits (126 clinical hours).

NS 356
Transition Seminar:
Professional Nursing Practice for RNs

This course for registered nurses challenges students to facilitate change in a clinical setting for the purpose of positively influencing patient care in health promotion, health maintenance, and/or health restoration. Through clinical experiences and the implementation of an individually-designed project, students further develop their critical thinking and communication skills, demonstrate the application of research, leadership, management, education and therapeutic nursing principles, and make the transition to a more autonomous, professional level of practice. (Prerequisites: Connecticut RN license, NS 310, NS 321, NS 330) Three credits (21 seminar, 63 clinical hours).

NS 360
Critical Care Nursing

This course introduces critical care nursing, focusing on nursing diagnosis and management of patients with cardiovascular, pulmonary, gastrointestinal, renal, neurological and multisystem alterations. The course covers frequently used medications and basic EKG interpretation. (Prerequisite: NS 325) Three credits (42 theory hours).

NS 364
Clinical Practice in Appalachia

In this clinical course, students spend one week (spring break) in Appalachia working with public health nurses as they care for residents in the community. Enrollment is limited and by permission of the faculty. (Prerequisite or Co-requisite: NS 262) One credit (42 clinical hours).

NS 397
Nursing Study Abroad

This independent study course provides students with the opportunity to study healthcare and professional nursing in an international setting. Qualified students study abroad at a University affiliated program site. The course focuses on historical events that shaped the healthcare system, policy making and implementation, the impact of health services on consumers and providers, factors leading to current reforms, and the changing role of the nurse. (Prerequisite: permission of advisor and dean) One to three credits (by special arrangement).

NS 399
Nursing Independent Study

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. (Prerequisite: permission of the instructor and dean). One to six credits.

University College

Following page: Dr. Edna Farace Wilson, dean of University College

A Message to Students

Lifetime learning has become a way of life. It is important at any age to stay connected to learning resources. What better place to pursue lifetime learning than at Fairfield University, where our Jesuit and Catholic tradition reflects a lifelong quest for new knowledge. Today's world mandates that we remain well-informed of new technologies and information, as Blunkett explains in *Age of Learning* (1998):

> *We are in a new age – the age of information and global competition.*
> *We have no choice but to prepare for this new age in which the key to success*
> *will be continuous education and the development of the human mind and imagination.*

Successful people have embraced the concept of learning for life. They understand the power of learning for personal growth and career advancement. Studies indicate that adult students are most successful in a supportive environment that fosters intellectual freedom and encourages experimentation and creativity. At Fairfield University, you can learn from the experts who provide you with personal attention in a caring environment.

University College at Fairfield University provides you with a variety of flexible lifetime learning options that offer the unique blend of a top-rated faculty who are experts in their fields and who care about students. Our advising staff will help you in your quest to develop a wider range of interests and creative abilities. We help you to acquire new skills that will shape your future.

Whether you need to earn a degree or certificate, or simply have a desire to further your learning, University College can help you make the connection. For those of you who are considering returning to school and are unsure of where to begin, we have programs and services that will help you decide. If you want to be the best, then choose the best for your education.

You are invited to visit our campus, where you will experience a wonderful sense of energy, high quality standards, and a caring atmosphere – the perfect combination for a successful learning journey.

I look forward to meeting you and getting to know you. If you have any questions or comments, please contact my office to arrange a meeting or send me an e-mail at ewilson@mail.fairfield.edu. You may also contact our online advising service at ucadvise@fairfield.edu. We are here for you.

Edna F. Wilson

Dr. Edna Farace Wilson
Dean, University College

UNIVERSITY COLLEGE

University College fulfills Fairfield University's commitment to lifelong learning by providing a flexible and diverse curriculum for students of all ages. The College draws from the resources of a distinguished academic community to offer quality education that reflects the Jesuit tradition of scholarship, social justice, and ethics.

As a gateway to undergraduate degrees for part-time students, a scholarly resource for working adults seeking professional advancement, and a source of academic stimulation for learners of all ages, University College offers a wide array of late afternoon, evening weekend, and online courses. Individuals may enroll in courses on a non-degree basis or may choose to pursue a degree.

Programs

Bachelor of Arts/Bachelor of Science in Professional Studies

This individualized, multidisciplinary curriculum has been designed for students who wish to apply prior school, work and life experience toward completing an undergraduate degree. This degree may be used for career advancement; to improve writing, speaking, and critical thinking skills; or as a basis for graduate studies. Courses in the professional studies program are selected from a wide range of areas and may include coursework related to the student's professional field. These degrees may be earned through coursework offered primarily in the late afternoon, evenings, weekends, and online. Students may transfer as many as 75 credits from other institutions, examinations, or portfolios for life experience learning toward this degree program.

To earn a B.A./B.S. in Professional Studies students must:

1. complete 120 credits, with a minimum of 45 credits earned at Fairfield University;
2. meet Fairfield University's part-time student core curriculum and diversity requirements, including necessary prerequisites and
3. complete a senior project, including a final research paper.

For more information or to meet with a University College advisor, call 254-4110.

Concentrations for the B.S. in Professional Studies
- Information Technology
- Organizational Leadership

Concentrations for the B.A. in Professional Studies
- Behavioral Sciences
- Liberal Studies (a customized concentration with coursework selected from at least two general areas)
- Professional Communication

Bachelor's Degrees

Students may earn a bachelor's degree on a part-time basis through University College. The following majors can be completed entirely in the late afternoon, evening, on weekends, or online:

- Accounting
- Communication
- Marketing

The requirements for these degrees are specified by the Charles F. Dolan School of Business and the College of Arts and Sciences for the specific degree. See the applicable sections of this catalog for additional information.

Academic Requirements for Degrees

University College Core Curriculum

Bachelor of Arts/Bachelor of Science
The distribution of the 120 credits (40 courses) required for the bachelor's degree is:

Core Areas

Humanities	12 courses (36 credits)
English	two courses (one in composition; one in literature)
History	two courses (one must be HI 30)
Philosophy	one course
Religious Studies	one course
Philosophy/ Religious Studies/ Applied Ethics	one course chosen from any of these disciplines
Visual and Performing Arts	two courses, one of which may be a studio course
Humanities	three courses

Social Sciences	four courses (12 credits)

From at least two of the following disciplines:

Anthropology	
Economics	(business majors must take EC 11 and EC 12)
Politics	
Psychology	
Sociology	

Natural Sciences and Mathematics	four courses (12 credits)

at least one science and one mathematics from:

Biology
Chemistry
Physics
Mathematics
(Specific math and science courses are required for certain majors.)

Associate of Arts Degree

To earn an A.A., students complete 60 credits (20 courses) as follows:

Humanities	Eight courses (24 credits)
English	one composition course one literature course
Visual and Performing Arts	one course
History	Europe and the World in Transition
Philosophy	one course
Religious Studies	one course
Humanities	two courses

Social Science	Three courses (nine credits)

Courses must be selected from at least two of the following disciplines:

Anthropology
Economics
Politics
Psychology
Sociology

Natural Sciences and Mathematics	Three courses (nine credits)

At least one mathematics and one science course selected from:

Biology
Chemistry
Mathematics
Physics

Electives	Six courses (18 credits)

All classes must be lower division courses (numbered 200 or lower). At least two courses must meet the University's diversity requirement (see page 22), and students must complete a minimum of 30 credits at Fairfield University.

Students whose long-range goals include earning a bachelor's degree are encouraged to complete prerequisite courses for their chosen majors and must complete a minimum of 60 credits at Fairfield University (45 credits for the B.A./B.S. in Professional Studies).

Credit Certificates

Accounting
Business Process
Information Technology/Leadership
Interior Design
Professional Communication
Professional Writing

At least two courses must meet the University's diversity requirements. Students must complete a minimum of 60 credits at Fairfield University.

Certificate Programs – Non-Credit

The non-credit certificate programs are designed for two purposes: for those seeking the basic knowledge and skills required for an entry level position in a special field, whether or not they are currently employed in the field; and for those who are currently employed and are seeking additional knowledge to enhance their careers. Certificates include:

Certified Financial Planning
Clinical Research Coordinator/Associate
Computer Graphic Design
Effective Leadership
Human Resource Management
Interior Design (credit option)
Project Management
Real Estate

For more information, call 254-4307 or visit www.fairfield.edu/sce/profdev.htm.

Institutes

The Institute for Retired Professionals is an association of retired professionals who participate in broadly based monthly symposia, audit a wide range of University courses, and attend special-interest programs. Members have the privilege of auditing one undergraduate course each semester from the University College program. The current membership of $185 per semester covers the cost of instruction and materials exclusive of textbooks. For more information, contact the Non Credit Office at (203) 254-4307.

Study Abroad Program

University College administers all Fairfield University Study Abroad programs. For more information about the Study Abroad Program, please turn to page 25.

Scholarships

Alpha Sigma Lambda Scholarship: The William F. Murphy Award is available to matriculated adult undergraduate students with a QPA of 2.0 or better. Sponsored by Alpha Sigma Lambda and named after the first dean of the School of Continuing Education (University College's previous name), this scholarship is awarded on the basis of need. Deadlines: Aug. 20 and Dec. 15.

Institute for Retired Professionals Scholarship: This award is available to matriculated adult undergraduate students with a QPA of 2.8 or better. Sponsored by The Institute for Retired Professionals, this scholarship is awarded on the basis of need. Deadlines: Oct. 15 and March 15.

Lifetime Learning Tax Credits

You may be eligible for a lifetime-learning tax credit, which can come in the following ways. Please consult IRS tax publications or an accountant to determine your qualifications.

Hope Scholarship

- Credits up to $1,500 per eligible student.
- To be eligible, you must be pursuing a degree or other recognized educational credential.

Lifetime Learning Credit

- Credits up to $1,000 per tax return.
- In this case, you do not need to be pursuing a degree or other recognized educational credential.

University College Policies and Procedures

Application
New students are required to complete a brief application prior to or at the time of enrolling in courses.

Matriculation
Matriculation is official enrollment in a degree program. Until such time as they matriculate, students are classified as special status students.

After completing four courses at Fairfield University with a minimum 2.0 quality point average and a grade of C or higher in each course, students are qualified to apply for matriculation. Students who speak English as a second language may be required to take a TOEFL examination and will be required to attain a minimum score of 550 on the paper exam or a score of 213 on the computerized version for matriculation.

Matriculating and declaring a major as soon as these requirements are met is desirable for the following reasons:

- Academic requirements for the major will be fixed at the time of matriculation. If those requirements are changed at a later date by the University, students have the option of fulfilling the requirements in effect a the time of their matriculation.
- Upon matriculation, credits from other academic institutions will be reviewed and accepted if they meet University standards. Transfer credits should be less than 10 years old at the time of matriculation. Transfer credits earned more than 10 years prior to matriculation will be considered on a case-by-case basis.
- After declaring a major, students receive information about special course offerings in their area of study from University College.
- Matriculated students are eligible to apply for financial aid. Students who seek and are approved for provisional matriculation status are also eligible to apply for financial aid.
- Matriculated students are eligible to apply for the two University College scholarships.
- Matriculated students are eligible for independent study courses and, in the bachelor of professional studies, for receiving credit for life-experience learning.

Prior to matriculation, students should meet with a University College advisor to discuss courses and a plan of study leading to a degree.

Provisional Matriculation
Provisional matriculation is available to students who plan to enroll in a degree program in University College, but who have not yet completed four courses. This status enables students to apply for financial aid or provide immediate proof to their employers of enrollment in a degree program. To provisionally matriculate, students submit a completed Matriculation form, proof of immunization, official transcripts from high schools and colleges attended, and a $55 fee.

Request to Change Schools
Part-time students who wish to enroll in a full-time, day program at Fairfield University must first have matriculated within University College and have completed at least two semesters of study (excluding intersessions) in University College. A Request for Change of School form may then be submitted to the associate dean's office in University College. Upon approval, the student's file will be sent to the dean of the appropriate school, who will review the student's request for admission.

Transfer Credit Policy
Refer to page 314.

ACE Credit
The University accepts the evaluations of the American Council on Education and grants credits for programs comparable to its curriculum.

Renewal Policy for Adult Learners
Fairfield University students who have not enrolled in credit courses at any college or university for a period of five years, who return to the University through University College, and who have successfully completed 12 consecutive credit hours with a grade of C or higher in each course may write to the dean requesting a transcript renewal. Students must submit the request within one semester of successful completion of 12 credit hours. Should the request be granted, the earlier academic record will be evaluated in the same manner as a transfer record. Grades for courses lower than C will be annotated and the cumulative GPA will be adjusted accordingly. This request

may be made only once by a student and any student receiving the renewal may not transfer to any other school within the University without the written permission of the dean of the receiving school.

College Equivalency Exams

Credit may be granted for specific college-level learning gained through self-education or non-collegiate-sponsored instruction. Fairfield University is a participating institution in accepting approved CLEP (College Level Examination Program) and Excelsior examinations for credit. Both of these standardized examination programs are designed to let students demonstrate proficiency in various college-level subjects. The Excelsior examinations are generally taken by nursing students.

A counselor should be consulted about applicable examinations prior to taking any CLEP or Excelsior exams.

Portfolio Credit for Life Experience Learning

Matriculated students may choose the portfolio assessment process as a means of receiving credit for non-collegiate sponsored learning or life experience where there are no CLEP or Excelsior examinations. An evaluation process of the documented learning is necessary. Portfolios must be submitted to the dean's office a minimum of one semester prior to anticipated graduation date. Contact a University College advisor for complete information.

Course Descriptions

GS 11
Introduction to Adult Learning and Development
This course examines major adult learning and development theories and their implications for university study. Designed for adults returning to college or beginning a course of study for the first time, the course helps students gain an understanding of their personal cognitive style and how it applies to adult learning. Students establish learning objectives and address the components of a liberal arts education through research and written assignments. Three credits.

GS 299
Independent Study
Independent study provides students with the opportunity for supervised research and study. Advanced students work individually with a faculty member to address a specific area of interest. Three credits.

GS 300
Special Topics
This seminar offers in-depth analysis and discussion of a timely topic that integrates a diversity of theories and perspectives. Three credits.

GS 399
Senior Project
This required course for all students earning a B.A. or B.S. degree through University College, is typically taken during the final semester. The course synthesizes and integrates students' multidisciplinary studies. Students complete a project or thesis under the direction of a faculty member after first discussing the proposed project with an academic advisor and the faculty member. The course requires a written paper reflecting the various disciplines studied. Three credits.

Admission Tuition, Fees, and Financial Aid

ADMISSION POLICIES AND PROCEDURES

Admission

Fairfield University admits without discrimination students of any sex, race, color, marital status, sexual orientation, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

Freshman Admission

Typically, freshman students are admitted in September only. Applicants should have received a high school diploma from a recognized high school or preparatory school and should have acquired no less than 15 units in college-preparatory studies. The unit is commonly understood as a measure of credit assigned for the successful completion of a high school course that meets four or five times each week throughout the year; college-preparatory units are those usually found in the high school curriculum that explicitly prepare students for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission must take units chosen from the following areas.

BASIC REQUIREMENTS

English	4
Mathematics (may include) -Algebra 1 -Algebra 2 -Geometry -Pre-calculus -Calculus	3 to 4
Foreign Language	2 to 4
Laboratory Science (may include) -Earth Science -Biology -Chemistry -Physics	3 to 4
History/Social Science	3 to 4

Candidates interested in mathematics, engineering, business, and the sciences are urged to pursue a fourth unit of lab science and mathematics, preferably pre-calculus or calculus. Candidates for nursing must have one laboratory course in chemistry.

In addition to the basic requirements, applicants must present evidence to indicate interest in and competence for college studies. To that end they must submit a complete record of high school studies, together with other supporting materials as described in the admission application form. All applicants are also required to take the College Board SAT I or the American College Testing Program Assessment.

The deadline for regular decision applicants to have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office is Jan. 15. Applicants seeking merit-based scholarship awards must apply by Dec. 1. The University also strongly recommends a campus visit including a tour, information sessions, and/or an optional personal interview.

Applicants should normally rank in the top 25 percent of their class. SAT II subject examinations are advised for placement purposes only. The subject examinations suggested are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are advised to take the subject examination in that science in place of the modern foreign language examination. Candidates for the Health Professions Preparation Program preferably will take the chemistry examination. Candidates for the nursing program will take either the chemistry or biology examination.

Students who speak English as a second language should take the Test of English as a Foreign Language if they have resided in the United States fewer than five years.

The University may, at its discretion, admit students who do not meet the regular, published entrance requirements for the institution.

Early Decision

Academically qualified students who have selected Fairfield as their first choice are strongly advised to pursue the Early Decision Option. Students who wish to be considered for early decision admission must have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office by Nov. 15. Early decision applicants requesting an interview must do so before the

Nov. 15 deadline. Those students who are admitted under early decision have an obligation to attend Fairfield and withdraw any applications to other colleges and universities. A special section appears on the application for early decision consideration. The applicant, his or her parent, and guidance counselor must sign the commitment form in this section.

Early Admission

Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

Wait List

Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to return a card indicating their interest.

Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our practice to consider the alumni relations of applicants when reviewing factors for admission.

Transfer Admission – Admission to Advanced Standing

The University welcomes qualified students for either first or second semester who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring normally have accumulated at least 15 credits and have maintained at least a 2.5 grade point average (the Charles F. Dolan School of Business requires at least a 2.8 GPA). To apply, students must submit, in addition to the required application forms, a high school transcript, SAT I or ACT scores, college records, a recommendation form, and a personal statement explaining current academic and/or work activities and reasons for transferring.

Every effort is made to accept transfer credit as a program rather than totaling single course credits so students may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in individual cases.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University bachelor's degree.

Applications should be directed to the Office of Admission. The application deadline for September admission is June 1; the application deadline for January admission is Nov. 15.

International Students

Matriculating foreign students must attend Fairfield University on a full-time basis (minimum of 12 credits per semester). Degree-seeking (freshman or transfer) students should contact the Office of Admission.

To be eligible to attend Fairfield the student must:

1. Provide a complete and certified listing of all academic institutions attended, including dates of entry, grades, termination, and title of the certificate or diploma received. Include rank in class if available. These documents should be prepared in English or with an official English translation.
2. Demonstrate proficiency in the English language. A minimum score of 550 (paper-based), or 213 (computer-based), on the Test of English as a Foreign Language is the preferred documentation. Results from the SAT exam may also be submitted.
3. Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
4. Obtain an F-1 student visa (required for entry into the United States for the purpose of studying full-time at Fairfield) after receiving an I-20/IAP-66 from the University. The visa is issued by the U.S. Embassy or Consulate in one's own country.

Non-matriculated foreign students may attend Fairfield University for a semester or academic year. All students must be enrolled on a full-time basis (minimum of 12 credits per semester). Such students are accepted into the academic programs at Fairfield and are treated as regular members of the student body. They are usually full-fee-paying students. Visiting foreign students should contact the Office of International Student Services, (203) 254-4000, ext. 2445.

TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

Application Fee	$ 55
(This fee is not refundable)	

Tuition per semester (up to 18 credits)	
Sophomores, juniors, seniors	$12,825
Freshmen	$13,050
Payable on or before Aug. 1 and Jan. 1.	

An acceptance deposit (non-refundable and credited toward the semester's tuition) of $200 is paid on acceptance of the notice of admission.

Resident Student Fees, per semester	
Residence Halls and Meals	$ 4,460
Townhouse (Room Only)	3,460
Apartment Village (Room Only)	3,750
Payable on or before Aug. 1 and Jan. 1.	

Room Deposit	$ 200

Not refundable if reservation is voluntarily canceled. Credited when graduating or leaving the school or University housing.

General Fee, per year	$ 485

Special Fees	
Orientation	$ 220
Laboratory Fee (per course)	50
Fine Arts Materials Fee (per course)	45
Computer Science and Information Systems courses (per credit)	15
Practice Teaching	25
Extra course (per credit hour)	675
Continuous Registration for Educational Leave (per semester)	200
Change of Single Course	10
Late Registration ($10 per course)	50
Automobile Registration Fee	60
Returned Check Fee	30
Commencement	150
Academic Transcript	4
Nursing student costs:	
Two uniforms and equipment (estimated)	150
Student malpractice insurance	20
ERI Total Testing Fee (per semester)	60
Nursing pin (estimated)	100

Transportation to clinical experience is the responsibility of the student.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. The University reserves the right to make a finance charge computed by a periodic rate of 1 percent per month which is an annual rate of 12 percent on amounts past due 30 days or more and to add all costs of collection, including a reasonable sum for attorneys fees, or charge a one-time $50 late fee per semester.

International students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make a deposit before a certificate of eligibility (I-20) is issued.

The University makes available a monthly payment plan as well as federal, state, and private loan programs. Brochures on the payment plan and the loan programs are available to all students. Please contact the Office of the Bursar for additional information.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

Institutional Refund Policy

Refunds, as the result of official withdrawal through the University Registrar's Office, will be made according to the following schedule. General and special fees are not refundable.

Official Withdrawal Date	*Charges Refunded*
first week	90 percent
second week	80 percent
third week	60 percent
fourth week	40 percent
fifth week	20 percent
sixth week	0 percent

Financial Aid

Financial Aid Policy

Fairfield University administers a comprehensive financial aid program offering assistance on the basis of need and merit, with funds derived from University, state and federal government, and private student-aid programs. Need-based funds are distributed following a thorough analysis of a family's ability to pay for educational expenses. The amount of need-based assistance provided to a student will vary from year to year depending on the student's need and the availability of funds. Merit-based awards are made to academically talented students as entering freshmen and are generally renewed for their remaining three years of enrollment. Assistance funded by the University is credited toward tuition unless otherwise indicated. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress.

Students who demonstrate need will receive an assistance package that may consist of grants, scholarships, student employment, and student loans. Although the University invests a significant amount of its own resources in its student aid programs, funds are limited; and it is usually not possible to meet a student's full need. In those instances where a family needs additional resources, the University will recommend a payment plan and a number of loan options.

Financial aid awards are usually made to prospective freshmen during the first week of April. Assuming the appropriate applications have been filed on time, all freshmen aid applicants will be notified of their eligibility by May 1. Upper-class students who apply for financial aid will receive their award notifications beginning in March via StagWeb.

Fairfield University does not offer need-based financial aid to international students.

Staff members in the Office of Financial Aid are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located in Donnarumma Hall, Room 241, and may be reached by phone at (203) 254-4125.

Application Procedures

To apply for financial aid, all new students must complete the Free Application for Federal Student Aid and the Profile Form and must submit the forms to their respective processing centers by University deadlines. Prospective freshmen are required to complete the FAFSA and Profile Form by Feb. 15; transfer and upper-class students must apply by March 1. Students may file the FAFSA online at www.fafsa.ed.gov.

All first-time applicants must also submit complete, signed copies of their own and their parents' federal income tax returns from the preceding calendar year to the Office of Financial Aid by March 1. Other forms and documents may be requested of applicants depending on individual circumstances. Additional documents and tax returns are required for upper-class students as indicated on StagWeb.

Early decision candidates must complete the Profile Form and submit it for processing by Nov. 15. Registration packets for the Profile Form may be obtained from the Office of Financial Aid. Early decision candidates should submit the Profile registration form by Nov. 1 to ensure that the Profile Form is available for processing by Nov. 15. Students may file the Profile online at www.collegeboard.com. Students will receive a tentative award decision in early January. To finalize the award, students must file the FAFSA by Feb. 15 and must submit signed copies of tax returns by March 1.

Renewal

Need-based awards of University grants and scholarships will be renewed provided that the recipient reapplies for aid by University deadlines and continues to demonstrate sufficient need. Need-based awards may be increased or reduced depending on changes in a student's need. Renewal of awards of state and federal funds will depend on a student's continued eligibility and on the availability of funds.

Merit-based awards will be renewed at the same amount received as an entering freshman. Merit awards are not available to transfer students or to upper-class students who did not receive a merit award as a freshman. Renewal of any type of award is contingent on a student making satisfactory academic progress. Merit awards have minimum grade point average requirements for renewal.

Academic Eligibility

For students to be eligible for financial aid, they must be in good academic standing and must make satisfactory academic progress toward a degree. Students are placed on academic probation when their GPA falls below minimum standards established by the University. (Specific requirements for good academic standing are described elsewhere in this catalog.) Students placed on academic probation are considered eligible for aid. However, consecutive terms of probation may result in dismissal, at which time aid eligibility would be suspended. For the purposes of financial aid eligibility, satisfactory academic progress is defined as the successful completion of a minimum of 67 percent of the credit hours attempted. For merit awards, students must meet the additional criteria of a specified cumulative GPA. Students who fail to successfully meet these requirements will not be eligible for any form of financial assistance until additional coursework is completed, and the minimum GPA or completion of credit hours is attained. All students who have received aid and who have attempted at least 60 credit hours must maintain a 2.0 GPA. Students who **lack** the required GPA to renew a merit scholarship will be given only one semester to achieve the specified GPA.

Students who lose eligibility for financial aid as a result of academic deficiencies and later re-establish eligibility are not guaranteed reinstatement of the same amount or type of assistance received previously. In those instances, eligibility for aid will be dependent on a variety of factors including demonstrated need, the timeliness of the application for financial aid, and the availability of funds.

The University realizes that individual circumstances may affect a student's academic performance. Students who have not met the academic requirements for continued financial aid eligibility may make an appeal for reinstatement if mitigating circumstances exist. Appeals should be addressed to the Office of Financial Aid, Donnarumma Hall, Room 241.

Estimate of Expenses

The student cost of attendance used in determining financial aid eligibility includes direct charges from the University as well as other expenses incurred by a student during the course of the academic year. The cost of attendance for a full time resident student, for the 2003-04 academic year, is as follows:

Tuition and Fees (freshmen)	$26,585
Tuition and Fees (upper classes)	$26,135
Room and Board Allowance	$ 8,920
Books and Supplies	$ 500
Personal Expenses	$ 900
Transportation	$ 1,000
Total Residential Budget (freshmen)	$37,905
Total Residential Budget (upper classes)	$37,455

Academic Withdrawal

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

Financial Aid Available

The following listing provides a brief description and general award ranges of the financial aid programs available at Fairfield University.

Scholarships and Grants-in-Aid

University Fellows: Merit-based tuition scholarships of $13,000 are awarded on the basis of academic excellence. All Fellows are eligible for a research stipend and use of a personal computer.

Presidential Scholarships: Merit-based tuition scholarships valued at $10,000 each are awarded on the basis of academic excellence, without regard to financial need.

Deans' Scholars: Merit scholarships, valued at $8,000 each are awarded to entering students who have demonstrated outstanding academic achievement and significant contributions to school and community.

These merit awards are renewable annually, contingent upon satisfactory academic progress and a minimum GPA of 3.0.

Fairfield University Grants: In addition to the scholarships listed above, a number of need-based grants are awarded by the University. Amount and availability of each grant is dependent upon the current status of revenues from which they are drawn. Demonstrated financial need, as well as academic performance and potential, are the criteria used in determining the awards.

Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

Federal Grants

Federal Pell Grants: A federal entitlement program that provides grants of up to $4,500 to eligible students who are pursuing their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grants: Grants from federal funds are made available to students who demonstrate exceptional financial need. Funding for the program is very limited. Priority is given to Federal Pell Grant recipients.

State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Students should contact their state board or commission for higher education or see their high school guidance counselor for information.

Loans

Federal Perkins Loans: A campus-based federal loan program for students with exceptional need. Recipients are selected by the University. No payments of principal or interest are required until after the borrower completes his or her education, at which time repayment at 5 percent interest is assessed. Repayment may extend up to 10 years, depending on the amount borrowed. Funding for the program is very limited.

Federal Nursing Loans: A campus-based federal loan program for nursing majors with need. Recipients are selected by the University. No payments of principal or interest are required until after the borrower changes majors or completes his or her nursing degree, at which time repayment at 5 percent interest is assessed. Repayment may extend up to 10 years, depending on the amount borrowed. Funding for the program is very limited.

Federal Stafford Loan Program: Loans may be obtained from any participating lender. Up to $2,625 per academic year for freshmen, $3,500 per academic year for sophomore-level students, or $5,500 per academic year for junior- and senior-level students may be borrowed. Repayment begins six months after graduation at which time interest is assessed. Families must file a FAFSA before a Federal Stafford Loan can be processed. The FAFSA will determine if the student is eligible for a subsidized loan (government pays interest while student is enrolled) or unsubsidized loan (student pays or allows interest to accrue while enrolled full-time).

Federal Parent Loan Program: A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to the cost of education minus any financial aid received during any one academic year. Repayment begins 60 days after disbursement of the loan at a variable rate of interest.

Family Education Loan Program: Loans to assist families paying the cost of attending the University. Repayment of interest only begins approximately 60 days after money is disbursed at a fixed rate of 7.5 percent. Families may borrow from $2,000 to $20,000 per year depending on the cost of the school. For information contact the Connecticut Higher Education Supplemental Loan Authority at (888) 547-8233.

Alternate Financing Plans: A variety of alternative loans are available from lending institutions. The University also has an arrangement with Academic Management Services and offers a 10-payment plan for payment of educational expenses. Please contact the Office of Financial Aid or the Office of the Bursar for further information.

Campus Employment

Federal Work-Study Program: Jobs on the campus or off-campus in a community service organization may be arranged for students demonstrating need. Where possible, the work assigned relates to the student's field of study.

University Employment: Students who are not eligible for participation in the Federal Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

Scholarships

Through the generosity of individuals, corporations, and foundations, a number of scholarships have been made available to students at the University. These gifts continue the rich tradition of philanthropy that characterizes American life, and it is through the donors' generosity that Fairfield is able to offer these scholarships. The University is pleased to be a beneficiary of that tradition and commitment.

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.

Alumni Association Scholarship: A scholarship awarded over four years to an incoming first-year student in the undergraduate school who is the son or daughter of an alumnus/alumna of Fairfield University.

Alumni Multicultural Scholarship: A fund established with the proceeds from the annual Alumni Association Awards Dinner to meet the needs of minority students who are enrolled at Fairfield University and require financial assistance.

Beiersdorf Nursing Scholarship: An endowed scholarship established in 1986 by Beiersdorf Inc. of Norwalk, Conn., to assist students in the School of Nursing.

Carl and Dorothy Bennett Scholarship: A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for Fairfield University students on a financial need basis.

Joseph F. Berardino '72 Scholarship: Established in 2001 by alumnus and University Trustee Joseph F. Berardino, this scholarship assists need-based students in the Charles F. Dolan School of Business.

Barbara M. Berchem Memorial Scholarship: An endowed award established in 1988 by University Trustee Robert M. Berchem '62, to honor the memory of his mother. This scholarship benefits a student from Milford, Conn.

John and Jane Bohnsack Scholarship: A scholarship fund established in 1985, to be awarded on the basis of financial need and divided equally between a nursing student and a business student.

Salvatore F. Bongiorno Scholarship: Established in 1993 in memory of a beloved University faculty member who chaired the Biology Department, this scholarship assists minority biology majors (juniors and seniors) who plan further studies and careers in the life sciences.

The Mr. and Mrs. Charles A. Bott Scholarship: Established by Mrs. Charles A. Bott and the late Mr. Bott of Huntingdon Valley, Pa., the fund provides for assistance to students with financial need.

John V. Brennan Scholarships: A gift from John V. Brennan, former president of U.S. Underwriters Inc., and parent of Paul F. Brennan '89, provides scholarships to enable minority students to benefit from a Fairfield education.

Marina Holder Brewster Memorial Scholarship Fund: Established by Dr. and Mrs. John P. Sachs to give financial assistance to nursing students.

Ned John Briggs '69 Memorial Scholarship: Established in 1989 by the estate of his mother, Kathryn V. Briggs, this endowed scholarship perpetuates the memory of Ned John Briggs, who attended Fairfield in 1965 and 1966. It is awarded on the basis of academic potential and need.

Gladys Brooks Foundation Asian Studies Endowed Scholarship: The Gladys Brooks Foundation Scholarship in Asian Studies recognizes a student who has excelled academically in this program. This is a one year award.

Gladys Brooks Foundation Scholarship: Created in 1986 to enhance Fairfield's ability to attract students of the highest quality. Recipients will be asked to assume a "moral obligation" to support the University after graduation by voluntary service and/or contributions. Criteria for scholarship recipients include secondary school class rank, scholastic aptitude test scores, extracurricular activities, and leadership potential.

The Professor Frank F. Bukvic Scholarship: Established in 1997, the scholarship honors the memory of Dr. Bukvic who taught German and German literature in the University's Modern Languages Department for 35 years. The annual proceeds benefit a student with a major or minor in modern languages.

Sophie Burger and Pauline Hagen Scholarship: An endowed scholarship made possible by the generosity of Carl E. Hagen '65 through the Chipman Union Foundation to provide financial aid assistance to students in the Charles F. Dolan School of Business.

The Burger King Scholarship: An endowed scholarship established by The Burger King Corp. to provide scholarships for minority students.

Anna Cain Scholarship: A fund to support students who demonstrate financial need and strong academic qualifications. Established in 1978, the scholarship is a bequest of the late Anna Cain, an area educator who took many advanced courses at Fairfield.

The Louis Calder Foundation Scholarship: The Louis Calder Foundation Scholarship was established in 1988. The Foundation's initial award was designed as a challenge grant that ultimately encouraged various other donors to create scholarships in support of students with residency in one of New York's five boroughs. Additionally, these young people must demonstrate academic promise and have significant financial need.

Margaret and Marjorie Campbell Scholarship: A scholarship established to benefit a student whose life has been affected by alcohol or drugs.

Jonathan Neff Cappello '00 Scholarship: This scholarship, in memory of Jonathan Cappello who died in the World Trade Center tragedy on Sept. 11, 2001, was established by his family and friends. Preference is given to graduates of Garden City High School (New York) with demonstrated need.

Donna Rosanne Carpenter-Sederquest Memorial Scholarship Fund: An endowed fund established by family members and friends in memory of Donna Carpenter-Sederquest, who attended Fairfield University. Restricted to communication arts and English majors in the top 10 percent of their high school classes, with preference given to students with financial need who are graduates of Fairfield High School or reside in Fairfield County. The scholarship is dedicated to the perpetuation of the academic, professional, and personal excellence Donna so well embodied.

Chase Manhattan Scholarship: An endowed scholarship fund that assists students on the basis of need and academic promise. Current restrictions limit this award, which was established in response to a challenge grant from the Louis P. Calder Foundation, to New York City residents.

Douglas E. Ciacci '65 Scholarship: A fund established in 1985 in memory of this outstanding member of the Class of 1965. Proceeds provide scholarships to the Connecticut student-athletes who best demonstrate Doug's drive, compassion, courage, and leadership. Principal benefactors include J. Jeffrey Campbell '65 and the Pillsbury Co., in addition to members of Doug's class.

The Ciola Family Scholarship Fund: An endowed fund to provide scholarships annually for Catholic students with academic promise who have financial need.

Citytrust Scholarship: An endowed scholarship established in 1985, by Citytrust Bank, to provide financial aid assistance to Fairfield University minority students.

Class of 1983 Scholarship: Established by members of Fairfield University's Class of 1983 at the time of their graduation to provide financial aid to future students.

John A. and Edna Connaughton Scholarship: An endowed scholarship established in 1986 in memory of Mr. and Mrs. Connaughton by Mrs. Connaughton's daughter, Mrs. Charles A. Bott of Huntingdon Valley, Pa. The fund will provide aid to students with financial need.

Connecticut Post Scholarship: Established by the Post Publishing Co. of Bridgeport, Conn., to provide financial aid assistance to minority students.

Dr. Robert F. Conti '51 Scholarship Fund: An endowed scholarship established in 1994 to benefit students in the pre-medical program.

Arsene Croteau Family Scholarship: A fund to provide a scholarship to a student at Fairfield University majoring in French. The late Professor Croteau was a long-time member of the Department of Modern Languages and Literatures.

William Cummings and Brothers Scholarship: A scholarship fund established by Mary C. Cummings in January 1968. Income is to be granted to entering freshmen from the town of Fairfield.

James and Denise Daly Nursing Scholarship: An endowed fund, created in 1991 by Mr. and Mrs. James J. Daly, to provide financial aid to Fairfield University nursing students.

The Dennis and Marsha Dammerman Scholarship Fund: An endowed fund created by Dennis and Marsha Dammerman to provide multicultural scholarships.

David J. Dolan Memorial Scholarship Fund: An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

Dramatic Society Scholarship: A scholarship awarded to a member or members of the Dramatic Society in return for assistance to the director.

E&F Construction Company Scholarship: A scholarship funded by the E&F Construction Co. to assist students attending Fairfield University.

Rev. Anthony J. Eiardi, S.J., Scholarship Fund: A fund created in 1986 by the estate of Dominic R. Eiardi, who left the bequest in honor of his brother, Fr. Eiardi, a retired member of the Fairfield University mathematics department faculty. The fund will provide scholarship opportunities for deserving undergraduate students.

Fairfield Jesuit Community Scholarship: An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on a financial need basis.

Helen T. Farrell Scholarship Fund: A fund created in 1983 from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

The Christiane Felsmann Memorial Scholarship: An endowed scholarship, established by Maja Dubois, to provide an annual scholarship for a student with demonstrated financial need.

Mae B. Feracane Scholarship: Established through a bequest from Mae, who was a secretary in the Psychology Department, to help needy and deserving students.

Professor Thomas J. Fitzpatrick Sr. Minority Accounting Scholarship: A fund established by former professor of accounting Thomas J. Fitzpatrick Sr. to assist a minority student majoring in accounting in the Charles F. Dolan School of Business.

Nelson Fusari Memorial Scholarship Fund: Established by Mr. and Mrs. Albert Fusari in 1981 in memory of their son Nelson (Class of '83), for the benefit of handicapped students.

F.U.S.A. Scholarship: An endowed scholarship established by the Fairfield University Student Association in 1985. Income will provide financial aid assistance to Fairfield University students.

John P. Gahan Jr. Memorial Scholarship: A fund donated by friends of the father of John P. Gahan Jr. (Class of '61). John was killed after completing one year of school. Preference is given to graduates of St. Mary's High School in Manhasset, N.Y.

Dr. Edward E. Garcia '57 Scholarship Fund: Established by Mr. Ronald F. Borelli '62, the scholarship honors the memory of Mr. Borelli's late brother-in-law and is restricted to benefit deserving and need-based students studying in the natural sciences.

Bernard A. Gilhuly Jr. '52 Scholarship: An endowed scholarship established by this alumnus and former trustee, to be awarded to students with demonstrated need.

John T. Gorman Jr. '54 Scholarship: Established by John T. Gorman Jr. in 1984 to provide undergraduate students with financial aid.

Simon Harak – Fr. John P. Murray, S.J. Glee Club Scholarship: Created in 1976, this endowed scholarship provides annual financial aid assistance to members of the University Glee Club. Preference is given to students who are sons or daughters of Glee Club alumni.

Cornelius A. Heeney Scholarship: Created by the Brooklyn Benevolent Society, this scholarship assists students who reside in Brooklyn and who demonstrate financial need.

William Randolph Hearst Foundation Scholarship: An endowed scholarship fund established in 1986 by the William Randolph Hearst Foundation for Charles F. Dolan School of Business students with financial need.

Hoechst Celanese Minority Scholarship: A fund created by Hoechst Celanese Corp. to assist minority students from New Jersey who are in the Charles F. Dolan School of Business.

Jeanne Murphy Hoffman Scholarship: This scholarship was established by Paul J. Hoffman '72 in 2002 in honor of his mother. Proceeds benefit high-achieving students with demonstrated need.

Rev. William H. Hohmann, S.J., Memorial Scholarship: A scholarship established by alumni and friends in memory of Fr. Hohmann, who was chairman of the University's economics department until his retirement. Father Hohmann died in 1983. The scholarship will be given to an economics major at Fairfield University on the basis of need.

The Lorraine Hoxley M'66 Scholarship: Established in memory of Lorraine Hoxley, M.A.'66, by her husband, Paul Hoxley of Sun City, Ariz. The fund is used to assist needy students.

Rev. Gerald F. Hutchinson, S.J. Scholarship: Inaugurated by an anonymous donor to honor the memory of Fr. Hutchinson, the scholarship provides annual benefits to a student or students with demonstrated need majoring in chemistry.

The Frank H. James Memorial Scholarship: A bequest from the estate of Frank H. James, late president of the Hat Corporation of America, established this fund to assist students who are residents of Fairfield County and have financial need.

The Keating Family Scholarship Fund: A need-based, renewable scholarship for undergraduate students, established in 1991 by a bequest from the late Loretta M. Keating.

Aloysius and Teresa Kelley Scholarship: Established by a gift from Carmen A. Tortora on the occasion of the 25th anniversary of the ordination of the Rev. Aloysius P. Kelley, S.J., the proceeds from this fund will be available each year to assist an academically qualified and financially needy student at Fairfield University.

The Abbas Khadjavi Memorial Scholarship: A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship will provide financial assistance to Fairfield students.

Jeffrey P. Killian Memorial Scholarship: An endowed scholarship established in 2001 by friends and family of Paul and Linda Killian in loving memory of their son, Jeff, from the Class of 1997. The scholarship recipient will be a junior in good academic standing who demonstrates financial need and participates in University activities.

Edward F. Kirik Sr. Scholarship: An endowed scholarship established in 1988 to benefit qualified Fairfield University students of Polish-American descent. Mr. Kirik is a longtime friend of the University.

Edward F. Kirik Jr. Scholarship: This scholarship benefits a student in the Charles F. Dolan School of Business and is based on demonstrated need and academic achievement. Only juniors and seniors are eligible.

Lt. William Koscher '67 Memorial Scholarship: Awarded each year to a graduating senior, this scholarship was established by the parents of alumnus William Koscher, who died in a military training accident soon after his graduation.

Vincent A. LaBella '61 Scholarship: A permanent fund for the benefit of minority students. Established in 1996, the scholarship is a bequest from the late Vincent A. LaBella, a member of the Class of '61. Mr. LaBella, an attorney and judge, resided in Washington, D.C.

Lautenbach-Kelley Scholarship Fund: Established in 2000 by former trustee Ned Lautenbach and his wife, Cindy, in recognition of their friend, University President Aloysius P. Kelley, S.J.

Rev. Victor F. Leeber, S.J. Scholarship: Established in 1992 by friends and family of Fr. Leeber on the occasion of his retirement from the University's faculty, the award benefits a deserving student who is a major or minor in Spanish.

Rev. Victor F. Leeber, S.J. Scholarship: A second scholarship, honoring Fr. Leeber, was established in 2000 by William '67 and Jacqueline Egan. It benefits students with demonstrated need majoring in a modern language.

Thomas P. Legen '78 Memorial Scholarship: Created in 1994 to provide an annual scholarship to a student from Bridgeport, Conn., or the surrounding area who demonstrates financial need. Underwritten by contributions from People's Bank and Mr. Legen's friends and associates.

Lawrence A. Lessing Scholarship: This endowed scholarship benefits an individual with financial need. It was established in 1990 by Stephen Lessing '76, and other family members, to honor his father.

George A. and Grace L. Long Foundation Scholarship: A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

Loyola Chapel Community Scholarship: Established to provide financial aid assistance to a member of the junior or senior class at Fairfield University active in Campus Ministry.

Donald S. Lupo Memorial Scholarship: An endowed scholarship in honor of Donald S. Lupo, an alumnus of Fairfield University (Class of '62). The Fund, established by friends and associates at Merrill Lynch, will provide financial aid to students in need.

Roger M. Lynch '63 Scholarship: An endowed scholarship, established by Mr. Lynch, to be awarded to a full-time student in the Charles F. Dolan School of Business who has demonstrated financial need, academic initiative, and the capacity to derive the most from his or her talents.

Marketing Corporation of America Business School Scholarship: An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University Charles F. Dolan School of Business.

The Robert, Carrie and Edna McClenahan Scholarship: An endowed scholarship awarded annually on the basis of need and scholastic ability to a student with a special interest in and an aptitude for the study of French language and culture.

Rev. Thomas A. McGrath, S.J., Scholarship: Established in 1986 by John Leverty of Fairfield, Conn., and other friends. Fr. McGrath, who died in 1992, was a longtime professor of psychology, a greatly admired teacher, counselor, and priest. The scholarship is awarded on the basis of need to a student majoring in psychology.

Elizabeth DeCamp McInerny Scholarship Fund: A permanent scholarship established by The Ira W. DeCamp Foundation created under the will of Elizabeth DeCamp McInerny. The fund will provide financial assistance to qualified students for undergraduate study relating to the health sciences.

Edward F. McPadden Memorial Scholarship: A scholarship fund created by Anabel McPadden Davey in honor of her brother.

James and Margaret McQuaid Scholarship: This scholarship was established in 2000 by Joseph '80 and Maureen DiMenna in memory of Mrs. DiMenna's parents. This need-based scholarship underwrites one full tuition and is awarded to a student studying in the liberal arts or fine arts.

John C. Meditz '70 Scholarship: This endowed scholarship was created by alumnus John C. Meditz and his mother, the late Clara Meditz. Established in response to a challenge grant from the Louis P. Calder Foundation, the scholarship requires residency in one of New York's five boroughs.

Merrill Lynch & Co. Foundation Inc. Scholarship: An endowed scholarship established by Merrill Lynch & Co. Foundation Inc. to provide financial support for minority students.

Merritt 7 Corporate Park Scholarship: An endowed scholarship funded by the First Merritt Seven Corp. to provide financial assistance to Fairfield students.

Charles J. Merritt Jr. and Virginia B. Merritt Scholarship Fund: Established from the estate of Virginia B. Merritt in 1998. This scholarship fund will assist deserving students who exhibit high academic performance or promise. Mrs. Merritt served as personal secretary to three Fairfield University presidents.

St. Michael the Archangel Scholarship: Established in 1988 by an anonymous donor, this endowed scholarship benefits an undergraduate who demonstrates financial need. Preference is given to Bridgeport and Fairfield, Conn., residents.

Elizabeth K. Murphy Scholarship: This scholarship was established by Robert J. Murphy Jr. '71 in memory of his mother. The Financial Aid Office and Student Services Division jointly select a recipient who has distinguished himself or herself in the service of fellow students.

New York State Governor's Scholarship: Financial aid is provided to students who are residents of New York State, are previous recipients of awards from the Governor's Committee on Scholastic Achievement, and who have applied for financial aid.

Jamie and Laura O'Brien Scholarship: A scholarship fund established in 1986 by William O'Brien of Enfield, Conn., James O'Brien of Fairfield, Conn., and Richard O'Brien of Ashland, N.H., and other family members and friends, to honor two young retarded members of the O'Brien family. Restricted to students who have financial need, are academically qualified for Fairfield University, and who are immediate members of a family with a retarded child.

Teisha Capozzi O'Leary '87 Scholarship: Established in 1991 by her husband and family to honor the memory of this 1987 alumna. The endowed award benefits a computer science major, preferably a woman and a graduate of Notre Dame High School in Fairfield, who best exemplifies Teisha's "funny, loving, and irresistible personality."

The John Roe O'Mealia '80 Scholarship Fund: An endowed fund, established in memory of John R. O'Mealia '80 by his family and friends, to provide assistance to a student who is a current or prospective hockey player with demonstrated need and a strong sense of character.

The O'Meara/Foster Scholarship Fund: Established in 1996 by B. Maxwell O'Meara '52 in memory of his mother, Marguerite F. O'Meara, and aunt, Grace M. Foster, to benefit an upper-class student with demonstrated need and strong academic standing, matriculating in the College of Arts and Sciences.

The Rev. W. Laurence O'Neil, S.J. Scholarships: Established by TransAmerican Natural Gas Corp. in honor of the longtime counselor and dean of students, these awards are made to students who demonstrate financial need. Seventy-five percent of the awards go to Hispanic students with a preference given to Mexican-Americans.

Gia Orlando Memorial Scholarship: A fund established in 1985 by Carl Orlando '64 in memory of his daughter. Restricted to a senior or seniors who perform to the best of their abilities academically and who demonstrate a spirit of generosity and unselfish caring reminiscent of Gia Orlando.

Lawrence F. O'Shea '56 Scholarship: An endowed scholarship, established in 1988 by Mr. O'Shea, to assist students with demonstrated financial need.

Howard T. Owens Sr. Scholarship: An endowed scholarship fund created in 1986 by family members and friends of Mr. Owens. Mr. Owens received an honorary doctor of laws degree in 1967 from Fairfield University. Restricted to students in need of financial assistance.

The Robert M. Owens Memorial Scholarship Fund: Established in 1998 by the family and friends of the late Mr. Owens. As the University's attorney for more than 25 years, Mr. Owens was integrally involved in University affairs, and his wisdom and devotion contributed mightily to Fairfield's evolution. The fund provides scholarship support to a student with demonstrated need.

Pace-Barone Scholarship: This award, a full-tuition scholarship, benefits a minority student each year who has graduated from either Bassick or Harding high school in Bridgeport, Conn. It was established in 1987 by Rose Marie Pace Barone, who taught business in Bridgeport high schools for 25 years.

People's Bank Minority Scholarship: Awarded to minority students from the greater Bridgeport area, this scholarship was established by the bank in 1987.

John G. Petti III Scholarship: Established by John G. Petti III '83 in 1997 to underwrite full tuition for a commuter student in the Charles F. Dolan School of Business with financial need.

Elizabeth M. Pfriem Scholarship: A scholarship created in 1989 by Mrs. Pfriem, former president of the Bridgeport Post Publishing Co., to provide assistance to Fairfield University minority students.

J. Gerald Phelan Scholarship: Donated by J. Gerald Phelan in 1964 for a scholarship fund.

John G. Phelan Scholarship for Engineering Excellence: Fletcher-Thompson Inc., in recognition of John G. Phelan, P.E., established this scholarship in 2000 to benefit junior or senior engineering majors who have achieved top grade point averages. This competitive scholarship includes the possibility of a summer internship at Fletcher-Thompson Inc. Preference is given to electrical and mechanical engineering students.

Phi Kappa Theta Memorial Fund: A scholarship established in 1980 with funds generously provided by alumni members of Phi Kappa Theta Fraternity in memory of Fraternity member David Caisse '71. Preference for this annual scholarship is given to a physically disabled student.

Sharon Ann Pollice Memorial Scholarship: This scholarship was established in 2001 by the friends and family of the late Sharon Ann Pollice '85. It benefits a student in the School of Nursing with demonstrated need and established academic achievement.

Joseph A. Pollicino/CIT Group Scholarship: Restricted to students in the Charles F. Dolan School of Business, this scholarship was established by the CIT Foundation in 1987 to honor Mr. Pollicino, who is vice chairman, CIT Group Holdings. The fund has since been supplemented by gifts from Mr. Pollicino. He is the father of John Pollicino '82 and Kerry Pollicino '88.

Pope Foundation Scholarship: An endowed scholarship to assist students with demonstrated financial need.

Pope Foundation/New York Scholarship Fund: An endowed scholarship to assist students with demonstrated financial need.

The Bernadette and John Porter Fund: This scholarship was established in 2003 by the estate of the late Professor John Porter, a member of the faculty at the University's School of Engineering. It benefits need-based students with preference for those studying software and computer engineering at the bachelors level.

Thomas Puglise Honorary Scholarship: An endowed fund established in 1993 to honor Mr. Puglise's many years of teaching at Stratford High School. The fund assists needy students entering Fairfield University from Stratford High School.

Mary B. Radwick Scholarship: A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

Rev. Albert Reddy, S.J., Scholarship: This fund was established in 2000, by William '67 and Jacqueline Egan, in honor of retired faculty member, Fr. Reddy. It benefits students with demonstrated need majoring in English.

Herbert F. Rees and Kevin W. Carroll Scholarship: This scholarship has been awarded anonymously and will benefit annually a recipient with demonstrated need and who gives evidence of the kindness of spirit and generosity exhibited by the fund's namesakes.

The Harry '65 and Grace Rissetto Scholarship: Established in 2001 by Harry and Grace Rissetto of Falls Church, Va., this scholarship benefits need-based students. Mr. Rissetto is a practicing attorney in Washington, D.C.

Dr. Robert D. Russo Sr. Scholarship Fund: Established in 2001 by Wanda Russo in memory of her late husband. The fund will assist pre-medical students with demonstrated need. Dr. Russo, who died in 1999, was a longtime friend and benefactor, and served on the University's Board of Trustees.

Walter G. Ryba Jr. Memorial Scholarship Fund: This fund honors the memory of the late Dr. Walter G. Ryba Jr., who served as dean of the Charles F. Dolan School of Business from 1998-2000. The scholarship benefits a person of color with demonstrated need, who has shown significant leadership in academics, student activities, and athletics in high school.

Casper A. Scalzi '52 Scholarship Fund: An endowed fund established by Casper Scalzi, a member of the Class of '52, to benefit a student with demonstrated need majoring in mathematics.

Paul Scolaro '78 Memorial Scholarship Fund: A fund established by family, alumni, and friends in memory of Paul J. Scolaro. This award is given annually to a modern languages major at the recommendation of the department. Academic achievement, financial need, and University community involvement are the basis for the award.

Rev. Bernard M. Scully, S.J., Memorial Scholarship: Established in 1996 on the 10th anniversary of Fr. Scully's death. It has been underwritten by parishioners and friends at St. Agnes Church in Greenwich, Conn., where Fr. Scully served as a pastoral assistant. Fr. Scully also taught mathematics at Fairfield from 1960 through 1985.

September 11 Scholarship Fund: This scholarship benefits children of alumni and rescue worker victims of the Sept. 11, 2001 tragedy. Recipients must qualify for admission and, similar to other University scholarships, must offer evidence of demonstrated need.

Isabelle C. Shea Nursing Scholarship: An endowed fund established in 1984 by the George A. Long and Grace L. Long Foundation to honor the memory of Mrs. Shea, a long-time friend of Fairfield University. Income will provide financial aid assistance to Fairfield University nursing students.

The Christopher Slattery Fairfield Memorial Scholarship: This scholarship was established in 2002 and honors the memory of Christopher Slattery '92 who died in the World Trade Center attack on Sept. 11, 2001. Established by his family and friends, the scholarship benefits Fairfield University students who attended Chaminade High School (Mineola, N.Y.), Chris's own alma mater.

James D. Small '70 Scholarship: Established in 1990 by the family and friends of this alumnus who had forged a successful career in banking and died at the age of 42. Preference goes to students with financial need who have a parent working in the banking industry.

John J. Sullivan Scholarship: A fund established by friends of the late John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, for a scholarship to be given to a politics major.

Surdna Foundation Scholarship: An endowed fund established in 1985 to underwrite scholarships for the benefit of minority students.

Janet W. Tanner Scholarship Fund: This endowed fund was established in 1998 for the benefit of AHANA students with demonstrated need.

Kathleen Nolan Tavino '80 Nursing Scholarship: Established in 1997 by family, friends, and alumni, to honor the memory of this 1980 alumna. This endowed award is a special memorial scholarship to assist in the area of financial aid for undergraduate nursing students. This scholarship is intended to benefit today's nursing students whose hopes and ambitions reflect the values that inspired Kathleen Nolan Tavino's life and work.

Aileen Thomann '94 Memorial Scholarship: Established in January 1992 by her family, this scholarship honors the memory of Aileen Thomann, a member of the Class of 1994 who was very involved in the music ministry at Egan Chapel and who died during her sophomore year. There are no restrictions other than financial need, although preference is given to a member of the Loyola Chapel Singers.

Robert A. Torello '56 Scholarship: This fund provides an award to an incoming freshman with one or both parents deceased. The fund is supplemented by proceeds from the Robert A. Torello Annual Memorial Scholarship Golf Tournament held in Orange, Conn.

Daniel P. and Grace I. Tully Scholarship Fund: Established in 1997 by the Merrill Lynch Foundation, this endowed scholarships fund will help meet the financial aid needs of a Fairfield student majoring in economics.

Alice Lynch Vincent Scholarship Fund: Created by Francis T. "Fay" Vincent to assist qualified students who have financial need.

Dr. Joan Walters Scholarship: This fund was established in 2000, by William '67 and Jacqueline Egan, in honor of retired faculty member Joan Walters. It benefits students majoring in economics.

Leo '58 and Kathleen Waters Scholarship Fund: A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

The Wesley T. Wood Scholarship Fund: An endowed scholarship established in 1988 by Mr. and Mrs. Wesley T. Wood, whose two children are graduates of Fairfield University. Mr. Wood is a past member of the University's Trustee Advisory Council. The fund benefits deserving students with demonstrated need.

Further Information

For further information about financial aid at Fairfield University, please call the Financial Aid Office, (203) 254-4125, or the Office of the Bursar, (203) 254-4000, ext. 2165, or write to either office at Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Academic
Policies

ACADEMIC POLICIES

Philosohpy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and the natural sciences, history and the social and behavioral sciences, philosophy and religious studies, English and the arts, and modern and classical languages. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each professor takes in students; the professor tries to know each student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for first-year students and transfers, each student is assigned to a faculty advisor. In subsequent years, depending upon the student's major and career interests, the first advisor will be replaced by a professor in the student's field of academic interest. The faculty advisor will be available to meet regularly with the student, offer appropriate counsel, watch the student's progress, and, in general, help him or her adjust to college life.

Students who plan to enter professional or graduate school after graduation from Fairfield are referred to faculty who are knowledgeable about specific professions and graduate schools. Faculty will offer advice and will assist students in the application for admission and the attainment of scholarships and fellowships to professional and graduate schools.

Academic Freedom

Fairfield University endorses full academic freedom as an essential prerequisite to our quest for truth and its free exposition. We encourage students and faculty to engage in free discussion and inquiry. In addition, we recognize that academic freedom carries with it correlative academic responsibilities. Thus, in our pursuit of excellence and truth, we must also hold to standards of intellectual honesty and objectivity.

Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must be based on mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty and integrity. Such integrity is fundamental to, and an inherent part of, a Jesuit education. Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends.

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity.

NORMAL ACADEMIC PROGRESS

Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the spring. It is divided into two semesters, each extending over a period of about 14 weeks. The semester hour is the unit of instructional credit.

The class day begins at 8 a.m. and is divided into class periods of 50, 75, or 150 minutes and laboratory periods of two, three, or four hours.

Academic Advancement

For academic advancement from year to year, in good standing, it is not enough that students pass all courses; in addition, they must maintain a specified cumulative average.

To be eligible for graduation, a Fairfield student must have an overall grade point average of 2.0 or better at the conclusion of the senior year. To progress toward satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have a weighted cumulative GPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative GPA of 1.90 or better. In advancing to the senior year, students should have an overall cumulative GPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. Such students will be offered special assistance from the academic and student support divisions. In addition, they will be strongly encouraged to enroll in summer or winter intersession courses at Fairfield University in order to improve their GPA.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing office.

Class Ranking System

Student rank is based on total credit hours completed and recorded.

Class	Credit Hours Earned	Year
First Year	0 through 29	1
Sophomore	30 through 59	2
Junior	60 through 89	3
Senior	90 through 120	4

Full-Time Status

The normal course load for a matriculated student is five courses per semester, equivalent to 14 to 19 credit hours. To maintain full-time status a matriculated student must be registered for a minimum of 12 credit hours each semester.

Registration Requirement

All matriculated full-time undergraduate students must register for classes by Dec. 1 for the following spring semester and by May 1 for the following fall semester.

If a student is not registered by these dates, the University will presume him or her to be withdrawn at the end of the current semester. At that time all residence hall and financial aid commitments will be terminated.

Degree Requirements

At the time of graduation, a student must have earned a minimum of 120 credits and completed at least 38 to 40 three- or four-credit courses. However, no simple accumulation of credits is sufficient – in itself – to qualify for a degree from Fairfield University. Rather, students are expected to have completed with success all of the assigned courses that constitute the curriculum of their choice. That curriculum consists of courses that fall into the required categories of core curriculum, major, and electives plus the optional categories of second major, minor, and concentration. Furthermore students must have a minimum grade average of 2.0 (C) or better overall and in their major. Students must abide by the terms of the University's residency requirement, set forth below. In addition, students are expected to complete their undergraduate degrees within 10 years of beginning their studies.

Note: A maximum combined total of six credits earned in one- or two-credit music courses (e.g., chamber singers, jazz ensemble, private lessons) may be applied to meet graduation requirements. All additional credits earned through such coursework are considered supplementary work; they do not normally count toward the satisfaction of overall graduation requirements.

Residency Requirement

To merit a Fairfield University degree, at least 60 credits must be taken at Fairfield. This includes the last 30 semester credits immediately preceding graduation that must be earned at Fairfield University.

Graduation Date

Diplomas are awarded in January, May, and August. All students who have been awarded diplomas within the year are invited to participate in the May graduation ceremony.

ATTENDANCE

Class Attendance: All students are expected to attend every scheduled class session. The impact of attendance on grading is specified in the syllabus. Unexcused absences by first-year students may be reported to the dean of freshmen; unexcused absences by other students may be reported to the appropriate academic dean.

Absence from Examinations or Quizzes: Unless there are serious reasons for absence on the day of an examination or quiz, a grade of zero will be awarded for the missed work. However, a student may be excused from an examination for reasons beyond his or her control. In such cases, a reasonable attempt should be made to notify the professor prior to the scheduled examination. At the request of the faculty member, a student who misses an examination due to illness must submit a written excuse from a private physician. If this student has been under the care of University Health Services, he or she must sign a medical release form authorizing the Health Center to provide information to the appropriate faculty member. If the excuse is rejected by the faculty member, the student may appeal to his or her academic dean. Students should consult with the faculty member regarding the course makeup policy.

Released Time: A student participating in a University-sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presentations, attendance, and other classroom events during that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such University-sponsored events will be allowed to make up any major exams, tests, or quizzes they miss in a course when they are involved in a scheduled event provided that participating students, or the faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University-sponsored events covered by this policy are defined as follows:

Athletics
- all varsity sporting events; to include postseason tournaments
- all club sporting events

Others
- concerts, plays, or other group performances where the absence of a member would detract from the overall performance.

Not included in this policy are departmental clubs.

GRADING SYSTEM

Grades

The quality of student performance in coursework is graded according to the official marks of A, B, C, D, and F These marks have the following meanings:

A	Outstanding achievement
B	Superior level of achievement
C	Acceptable level of achievement with course material
D	Minimal achievement, but passing
F	Unacceptable level of achievement; course must be repeated to obtain credit

A plus (+) may be added to grades of B or C to indicate work performed at the top of that range.

A minus (-) may be added to grades A, B, or C to indicate work performed below that range.

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

a) The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.

b) A memorandum must be submitted in writing to the departmental chair and the appropriate dean at the beginning of each semester.

In addition to the foregoing academic grades, which indicate the quality of student performance, the notations I (Incomplete) or W (Withdrawal) may appear on a student's grade report.

Quality Point Value

The official mark or final letter grade earned in a course is assigned quality points. The quality points per credit hour and numerical equivalency for letter grades are as follows:

	Quality Numerical	Points Equivalent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Each semester's course grades are computed into a weighted average. To determine a weighted grade point average, the number of credits per course is multiplied by the quality points earned per course. The total number of quality points for all courses is then divided by the number of credits attempted.

Incomplete

A grade of I is issued when, due to an emergency situation such as illness, a student prearranges with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any incomplete grades still outstanding after the 30-day extension will become Fs.

Withdrawal from Courses

Fairfield University desires to see all undergraduate students make normal progress toward graduation. For full-time students, the normal rate of work is defined as five courses per semester, each bearing three or four credit hours. Some courses, notably one-credit music courses and science labs, do not contribute toward this calculation of a normal course load or progress toward graduation; they are considered as supplementary work. The minimum rate of work for full-time students is four courses (minimum 12 credit hours) per semester. Students who wish to withdraw from a course after the initial add/drop period may do so through the end of the seventh week of the semester (or by the mid-point of the term in the case of accelerated or other unusual terms) provided that (a) the student's academic dean, in consultation with the course instructor, finds withdrawal to be in the student's best interest and (b) the student remains enrolled in a minimum of 12 credit hours. After the seventh week of the semester (or mid-point of other terms), course withdrawal will be granted only in highly unusual circumstances, such as a health emergency. Withdrawal after the seventh week will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction. In all cases, if withdrawal is granted, the University Registrar will record a grade of W (withdrawal) on the student's permanent record. To initiate a request to withdraw from a course, a student must complete a Course Withdrawal Form and meet with his/her academic dean.

Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality point values will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average.

When a student repeats a course for which the student has obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, repeat course. The credits will not count toward the degree. The original grade will remain on the transcript.

First-Year Student Midterm Deficiencies

Halfway through the fall and spring semesters, first-year students are provided with midterm estimate grades for the courses in which they are earning grades of C- or below. These grades are not part of their official academic record, but allow the students, as well as their faculty advisors and the Dean of Freshmen, to review their academic progress at the mid-point of their first two semesters.

Grade Reports

Grade reports are issued to students by the Registrar via student Web portal at the conclusion of each semester.

SCHOLASTIC HONORS

Dean's List

To qualify for the Dean's List at the conclusion of each semester's work, a student must have completed a minimum of 12 credit hours, have no outstanding or incomplete grades for that semester, and have attained a semester grade point average of 3.50 or better.

Graduation with Honors

Honors at graduation are awarded for the following weighted grade point averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others through involvement in extracurricular activities and service to the University, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education within the University Community.

Beta Gamma Sigma

Beta Gamma Sigma is an international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business. With more than 440,000 members worldwide, the Society's membership comprises the brightest and best of the world's business leaders. At Fairfield University, the top 5 percent of juniors, the top 10 percent of seniors, and the top 20 percent of graduate students are eligible for membership in the University's Beta Gamma Sigma chapter, which was established in 1998. Each spring, an induction ceremony is held at the Charles F. Dolan School of Business to welcome new members into the Society.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized national academic honor society in the United States. Founded in 1776 at the College of William and Mary in Virginia, the society's aim is to encourage academic excellence in the broad range of the liberal arts. Membership is restricted to students who complete most of their coursework in the liberal studies curriculum; typically those are students who pursue B.A. or B.S. degrees in the College of Arts and Sciences. Fairfield's Zeta Chapter of Phi Beta Kappa was established in 1995. Each spring it installs new members from among the most academically talented upper-class students. Election to this chapter is based on scholastic standing and academic accomplishments and is limited to seniors and a highly select group of juniors.

Other National Honor Societies

Discipline-based national and international honor societies with chapters at Fairfield University include:

Alpha Epsilon Delta, *a national pre-medical honor society*
Alpha Kappa Delta, *a national sociology honor society*
Alpha Mu Gamma, *a national foreign language honor society*
Alpha Sigma Lambda, *a national academic honor society for students in adult higher education*
Chi Sigma Iota, *an international counseling, academic, and professional honor society*
Lambda Pi Eta, *a national communication honor society*
Omicron Delta Epsilon, *a national economics honor society*
Phi Alpha Theta, *an international history honor society*

Pi Delta Kappa, *an international professional association for men and women in the field of education*

Pi Mu Epsilon, *a national mathematics honor society*

Pi Sigma Alpha, *a national politics honor society*

Psi Chi, *a national psychology honor society*

Sigma Iota Rho, *a national international studies honor society*

Sigma Pi Sigma, *a national physics honor society*

Sigma Tau Delta, *an international English honor society*

Sigma Theta Tau, *the international nursing honor society*

Sigma Xi, *The Scientific Research Society, an international honor society for scientists and engineers*

Theta Alpha Kappa, *a national religious studies honor society*

CREDITS FOR STUDY AT OTHER INSTITUTIONS

Advanced Placement

While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University will award three or four hours credit toward graduation for each AP course taken by a student provided that the student has taken an Advanced Placement Test prepared by the CEEB program and obtained a test score of four or five. It is the discretion of college/school officials to determine if such AP credits can be used to exempt students from specific University courses or requirements. Normally, AP credit will not exempt a student from requirements in his/her major. No student will be awarded more than a total of 15 AP credits by Fairfield University.

Listed below are the most common AP tests submitted by students for advanced placement, along with their Fairfield University equivalent.

AP Test	Fairfield Course Equivalent		Credits
Biology	BI 170	General Biology I	4
Chemistry	CH 11	General Inorganic I	4
English Composition	EN 11	Composition and Prose	3
English Literature/Composition	EN 11	Composition and Prose	3
European History	HI 30	Europe and the World in Transition	3
U.S. History	HI	Elective	3
Calculus AB	MA 121-122	Applied Calculus I and II	6
Calculus BC	MA 171-172	Differential and Integral Calculus	8
Computer Science A	CS 131	Computer Programming I	3
Computer Science AB	CS 131-132	Computer Programming I and II	6
French Language	FR 121	Continuing French	3
German Language	GR 121	Continuing German	3
Italian Language	IT 121	Continuing Italian	3
Spanish Language	SP 121	Continuing Spanish	3
Physics	PS 15	General Physics I	4
Government and Politics - U.S.	PO 11	Introduction to American Politics	3
Sociology	SO 11	General Sociology	3
Statistics	MA 17	Introduction to Probability and Statistics	3

Higher Level International Baccalaureate Courses

Fairfield University recognizes the advanced nature of Higher Level International Baccalaureate courses. Generally, three credits will be awarded toward a Fairfield degree for a Higher Level IB course taken by a student, provided a grade of six or seven is achieved. Final determination concerning the amount of credit and whether or not it can be used to exempt students from specific University courses or requirements rests with the dean in consultation with the academic department. Normally, Higher Level IB credit will not exempt a student from requirements in his/her major. Students will be awarded a maximum total of 15 Higher Level IB credits.

College Courses Completed While in High School

High school students who earn college credit while still enrolled in high school can transfer those credits to Fairfield University if the following conditions are met:

- A grade of C or better
- The official college transcript is sent to Fairfield
- The student's high school counselor sends written verification that the college credits or coursework were not used to fulfill high school graduation requirements, either in subject area or credits.

No more than a total of 15 such credits will be accepted by Fairfield.

Transfer Credit

When students begin their university studies at other institutions and subsequently transfer to Fairfield University, the University accepts transfer credit under the following conditions:

- No courses with grades less than C will qualify for transfer.
- Credit will be granted only for specific work completed at regionally accredited institutions whose quality has been approved by the University.
- Only credit hours, not grades, will transfer.

Every transfer student is required to complete at least two years of full-time undergraduate study at Fairfield in order to receive a Fairfield University bachelor's degree.

Credit Earned Elsewhere by Matriculated Students

Any courses taken at another institution must be pre-approved by the dean of the student's school to be eligible for transfer credit. Only credits (not grades) are transferable. For each approved course taken at another institution, credits will be accepted in transfer only if the student has earned a grade of C or better (2.00 GPA and a numerical equivalency of no lower than 73) in that course. Official transcripts should be forwarded to the dean upon completion of pre-approved coursework at other institutions.

Students are cautioned that deans will grant permission to take courses elsewhere only when the student can demonstrate compelling reasons to do so. Typically, students attend other institutions while on approved Educational Leave of Absence during the fall and/or spring semester to participate in a study abroad program or to take advantage of a special curriculum offered at another U.S. institution or to enroll in courses during the summer or winter vacation.

In all cases, the following restrictions apply:

- Of the 120 or more credits required for the bachelor's degree, a minimum of 60 of those credits must be earned at Fairfield University.
- Students are permitted to take no more than two courses at another institution during a summer or winter vacation period.
- The last 30 credits earned toward a student's degree must be completed at Fairfield University or through a program that issues Fairfield University course credit (e.g., Fairfield's study abroad program in Florence, Italy).

EDUCATIONAL LEAVE OF ABSENCE

Educational Leave of Absence

Matriculated students may apply for an educational leave of absence for a fall or spring semester or for a full academic year in order to study abroad or enroll in another U.S. institution that offers a special curriculum. Educational leaves are granted by the associate/assistant dean of the student's school or college. To be eligible for an educational leave of absence a Fairfield University student must have an overall GPA of 2.80 or better at the time of application. In addition, the student must have a record of good academic and social standing for the semester immediately preceding application. Students who wish to be granted educational leave of absence must complete all official paperwork with the study abroad coordinator by May 1 for a fall semester or full-year leave, or by Nov. 15 for a spring semester leave.

All students granted educational leaves by Fairfield University will be charged a fee for maintenance of their matriculation at Fairfield. Furthermore, students who study elsewhere in non-affiliated programs lose their entitlement for institutional financial aid for the period of the leave.

Enrollment at Other U.S. Institutions

Deans will grant permission for students to attend another U.S. institution during the normal academic year only when the student can demonstrate compelling reasons to take courses elsewhere. Such reasons might include the desire to take advantage of a special curriculum (e.g. Washington semester, environmental research).

Each student who wishes to attend another U.S. institution for the fall and/or spring semester must apply for an educational leave of absence.

STUDENT RECORDS

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must provide his or her need to know information to the office responsible for maintaining the records.

TRANSCRIPTS

Application for transcripts should be addressed to the University Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the university, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.

ACADEMIC PROBATION

The purpose of academic probation is to alert the student and the institution to problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on probation.

Any student whose overall cumulative grade point average falls below 1.80 at the end of the fall or spring semester will be placed on academic probation for the following semester. First semester first-year students with a GPA below 1.80 will not be placed on probation for their second semester, but will lose their rights to participate in extracurricular or co-curricular activities.

A student will be removed from academic probation as soon as his/her overall cumulative GPA is raised to 1.80 or higher on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the academic vice president for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason as to why restriction of extra- or co-curricular activities is inappropriate and must demonstrate effectively that the activity will support an improvement in academic performance.

If a student who has been placed on academic probation proceeds to earn a semester GPA below 1.80 while enrolled full-time (minimum of 12 credit hours), that student will be dismissed from the university for reason of academic failure.

DISRUPTION OF ACADEMIC PROGRESS

Academic Dismissal

Students who incur an academic failure in any of the following classifications may be dismissed from the University:

- A student who at the end of a semester has received the grade of F in three or more courses
- A student who at the end of an academic year has received the grade of F in three or more courses
- A student who, regardless of incompletes, while on academic probation and enrolled full-time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.80

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

Voluntary Withdrawal from University

Students planning to withdraw should consult the dean of their school, who will provide a form and directions that will clear their status with all interested offices.

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable for dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the dean of the school and/or the dean of freshmen.
3. The student must have settled all financial accounts with the University.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalog.

Readmission

A student who wishes to re-enter Fairfield University after having been dismissed or having withdrawn voluntarily must inform the dean of the appropriate undergraduate school in writing of his/her intention. Those wishing to reapply to complete their undergraduate degree after five or more years of absence from the University must meet with the appropriate dean to discuss their intentions and evaluate their academic record. The dean forwards the request to the academic vice president for a decision.

Academic Dishonesty

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- Cheating, such as copying examination answers from materials such as crib notes or another student's paper
- Collusion, such as working with another person or persons when independent work is prescribed
- Inappropriate use of notes
- Falsification or fabrication of an assigned project, data, results, or sources
- Giving, receiving, offering, or soliciting information in examinations
- Using previously prepared materials in examinations, tests, or quizzes
- Destruction or alteration of another student's work
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course – commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the dean investigate the allegations and meet with the party or parties involved. The dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the academic vice president, an academic dishonesty advisory committee will be convened.

Academic Grievance

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually one semester) after the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the involved school, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the academic vice president. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The academic vice president determines whether the grievance merits further attention. If not, the student is so informed. If so, the academic vice president determines whether it is a procedural or competence appeal. If it relates to a procedural matter, the academic vice president selects a dean (other than the dean of the involved school) to chair a grievance committee. If it relates to an academic competence matter, the academic vice president requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook

For competence appeals, the academic vice president contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the academic vice president in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The academic vice president renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the academic vice president is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Directory

FACULTY EMERITI

Albert Abbott * *1961-1990*
Assistant Professor of History, Emeritus

Henry E. Allinger *1974-1989*
Assistant Professor of Accounting, Emeritus

George C. Baehr Jr. *1962-1990*
Assistant Professor of History, Emeritus

Joseph E. Boggio *1964-1999*
Professor of Chemistry, Emeritus

Daniel S. Buczek *1955-1990*
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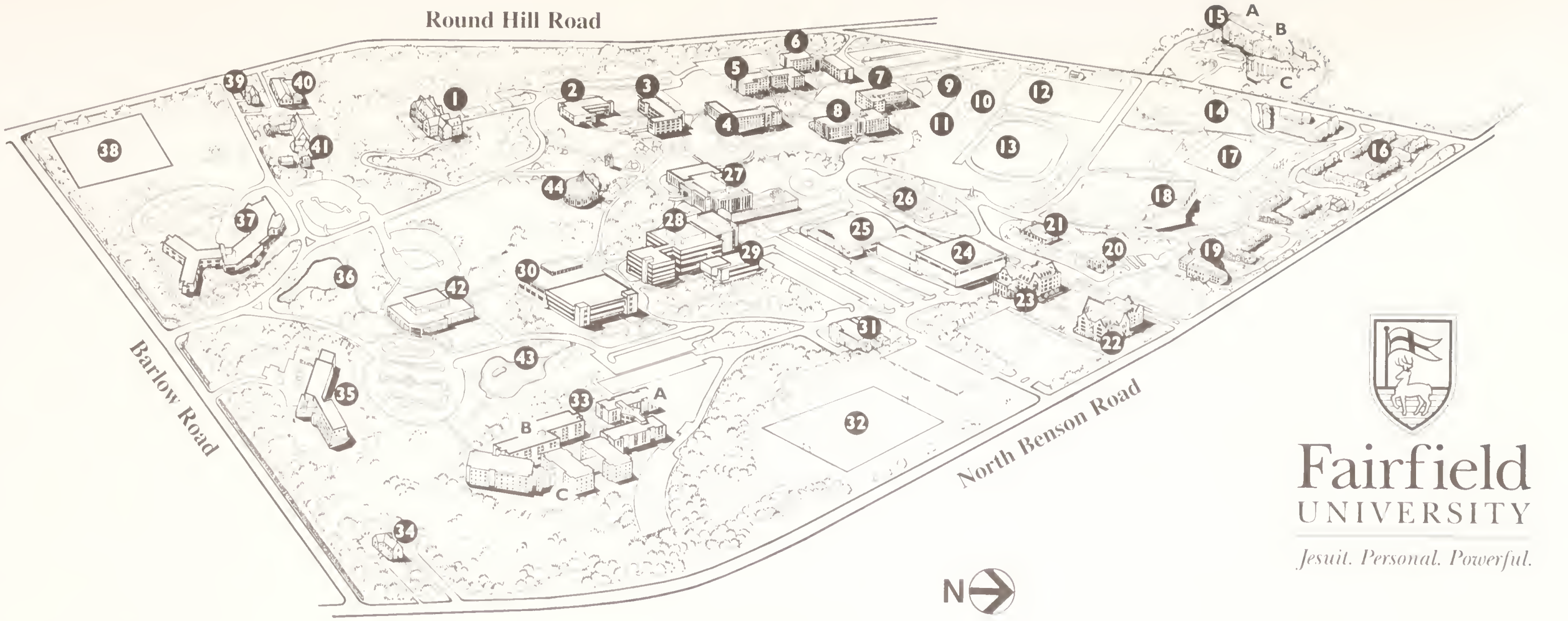

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12. University Field
13. Varsity Field
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